

ANSWERS

Diagnostic Test 10, p. 2

MULTIPLE CHOICE

1. ANS: D
2. ANS: A
3. ANS: A
4. ANS: C
5. ANS: A
6. ANS: B
7. ANS: C
8. ANS: B
9. ANS: A
10. ANS: B
11. ANS: C
12. ANS: D
13. ANS: C
14. ANS: D
15. ANS: A

Unit 6 Introduction

Names and Terms to Know, p. 5

- A.** 1. D; 2. G; 3. F; 4. A; 5. C; 6. E; 7. B

B. Sample Answers

1. Trench warfare in World War I included the horrors of poison gas attacks and massive artillery barrages.
2. During World War II, the German invasion of Russia in 1941 killed soldiers and civilians by the millions.
3. Many Modernists used images as symbols, leading to indirect, evocative work.
4. Two of the most effective postmodernist playwrights have been Harold Pinter and Tom Stoppard, both of whom are noted for their experiments with dialogue, sequencing, and the relationships between literature and reality.

Focus Questions, p. 6

Sample Answers

1. The British were expecting an easy victory in World War I, and they were not prepared for the harsh realities of trench warfare, such as poison gas attacks and intense artillery barrages. In World War II, the darkest days for Britain came in 1940, when Britain alone bore the brunt of German air attacks.
2. The Modernists often presented human experience as fragmented, and they used images as symbols. Eliot's *The Waste Land* makes daring use of a collage of "voices" to link the past with the present. The postmodernist playwrights Pinter and Stoppard have experimented with dialogue, sequence, and the relationships of literature to reality.

Poetry of William Butler Yeats

Vocabulary Warm-up Exercises, p. 8

A. 1. twilight

2. glade
3. sensual
4. consume
5. core
6. innocence
7. amid
8. murmur

B. Sample Answers

1. F; *Monuments* are things built in memory of an event or a person.
2. T; Something that is very beautiful might also be described as magnificent, so it might impress you with its *magnificence*.
3. F; A *revelation* is something that is made known, especially something that is surprising.
4. F; Something that *vexed* you would annoy you, not amuse you.
5. F; A person with a fine *intellect* is smart.
6. T; Dogs require a great deal of attention, so if you *neglect* them, they would not like it.
7. F; You would *commend* your friend for some wonderful accomplishment, not for a mistake.
8. T; If something is *mysterious*, then it is difficult to understand or explain.

Reading Warm-up A, p. 9

Sample Answers

1. graceful; lovely; long, bendable necks; *Sensual* means "having to do with the body or the senses."
2. (center); In the *core* of an apple, I would find seeds.
3. the tall trees; The grasshopper was hiding *amid* the tall pieces of grass.
4. (forest); You might see forest animals resting in a *glade*.
5. low sounds; If I were to *murmur* something to my best friend, it might be, "Let's go get a snack."
6. (covered in white feathers); I consider a baby lamb a symbol of *innocence*.
7. sunset; When it is *twilight*, I am usually helping my mom and dad fix dinner.
8. (a diet of aquatic insects and mollusks); I normally *consume* a sandwich, a piece of fruit, and a glass of milk at lunchtime.

Reading Warm-up B, p. 10

Sample Answers

1. Great Pyramid of Khufu in Egypt; Two famous *monuments* that I have visited are the Lincoln Memorial and Mount Rushmore.

2. (for a job well done); I wish someone would *commend* me for learning to play basketball better this year.
3. grandeur; The *magnificence* of the palace took my breath away.
4. (with the head of a human and the body of a lion; *Mysterious* means “difficult to explain or understand.”
5. fail to care for; Once I had to *neglect* my dog because I had to study for a test.
6. brainpower; I admire the *intellect* of my Aunt Louise, a woman who is always researching topics in which she is interested.
7. the Sphinx talked to him, saying he was vexed because of the sand that was choking him. He asked Thutmose to clear the sand away, and his reward would be a kingship; The fact that Irma was 54 years old was a *revelation* to me because she looks so much younger.
8. (because of the sand that was choking him); Once I was *vexed* when I couldn’t untangle a knot in my shoelaces.

Literary Analysis: Symbolism, p. 11

Sample Responses

1. The fact that Eve is referred to as “a beautiful maid” indicates that the poet is speaking symbolically of all women.
2. Traditionally, women were predestined to become wives, even before they were born. Because their entire lives were devoted to their husbands and families, the poet maintains that they were never actually “born” in the sense of having fully separate identities.

Reading Strategy: Apply Literary Background, p. 12

Possible Responses

1. It’s easy to assume this is Yeats’s prediction for Gonne; language like “glad grace” and “loved your beauty with love false or true” and “pilgrim soul” fit squarely with Gonne’s appearance and career.
2. Yeats’s many summers gave him much opportunity to watch, reflect on, and feel the coming autumn at Coole.
3. Lines 3–8, with their reference to things falling apart seem to refer to the fall of the Tsars who had ruled Russia for centuries. Wave after wave of bloodthirsty vengeance by those fighting for control foreshadowed for Yeats an ugly modern world with much violence, a redefined authority, and an absence of belief—exactly the state Russia was becoming.
4. Yeats’s dreamy fascination with an ancient city provides him a place of imaginative escape that turns up in his poem as a place safe from physical decay.

Vocabulary Builder, p. 13

- A.** 1. quest; 2. request
B. 1. C; 2. A; 3. B; 4. D; 5. B; 6. C

Grammar and Style: Noun Clauses, p. 14

- A.** 1. In “When You Are Old,” the speaker expresses an idea of what the thoughts of a woman he once loved might one day be. (object of preposition)
 2. Who you are may determine whether you believe “The Lake Isle of Innisfree” refers to a type of place or a kind of work. (subject)
 3. Knowledge that the world will go on without you, that stark recognition, glides also across the water in “The Wild Swans at Coole.” (appositive)
- B. Sample Responses**

1. Subject: That Yeats is the best Irish poet of the twentieth century seems beyond question.
2. Complement: The use of graceful, carefully chosen language is how Yeats creates memorable images.
3. Direct object: Some may find what Yeats says about aging cruel, but he was feeling himself aging as he wrote “Sailing to Byzantium.”

Enrichment: Philosophy, p. 17

Sample Responses

1. Advantages: Eclecticism can include diverse elements unaccounted for by any individual system of belief. It can reconcile minor doctrinal differences. It allows much variety and leads to tolerance. It includes all human experience and history.
 Disadvantages: Eclecticism can be so flexible as to have no actual philosophical center. Sometimes, to combine or reconcile beliefs, an element’s central idea is compromised. Inconvenient or inconsistent ideas may be dismissed or ignored.
2. Although spirituality is present in these poems, there is no hint of salvation or hope for an afterlife, central tenets of Christian belief.
3. Yeats explains history as a spiral, derived from the philosophy of Plato and Vico. The Second Coming is Christian terminology, although the poem is not about the Savior predicted by that religion. The Egyptian figure of the Sphinx combines with the story of Bethlehem to tell of a new and brutal world order.
4. Answers include: idea of soul beyond the body, holy city of Byzantium, God’s holy fire, pure intellect as entity unto itself, art as immortality.

Selection Test A, p. 18

Critical Reading

- | | | |
|-----------|-----------|------------------------|
| 1. ANS: A | DIF: Easy | OBJ: Interpretation |
| 2. ANS: B | DIF: Easy | OBJ: Literary Analysis |
| 3. ANS: C | DIF: Easy | OBJ: Comprehension |
| 4. ANS: C | DIF: Easy | OBJ: Comprehension |
| 5. ANS: D | DIF: Easy | OBJ: Interpretation |
| 6. ANS: A | DIF: Easy | OBJ: Literary Analysis |

7. ANS: B	DIF: Easy	OBJ: Comprehension
8. ANS: D	DIF: Easy	OBJ: Interpretation
9. ANS: A	DIF: Easy	OBJ: Reading Strategy
10. ANS: D	DIF: Easy	OBJ: Comprehension
11. ANS: B	DIF: Easy	OBJ: Literary Analysis
12. ANS: C	DIF: Easy	OBJ: Comprehension

Vocabulary and Grammar

13. ANS: B	DIF: Easy	OBJ: Vocabulary
14. ANS: D	DIF: Easy	OBJ: Grammar

Essay

15. Students should mention that the speaker addresses a woman whom he has loved. The speaker tells the woman to think how love was lost and how she never saw this man's love among all the others. The speaker is probably Yeats and the woman in the poem is probably Maude Gonne.

Difficulty: *Easy*

Objective: *Essay*

16. Students should note that the speaker has grown older and sadder. The swans, on the other hand, are not tired. Their hearts have not grown cold, according to the speaker.

Difficulty: *Easy*

Objective: *Essay*

Essay

17. Student essays should clearly identify something longed for in each of the three poems and give examples from chosen poems to indicate evidence of that longing. For example, in "When You Are Old," the speaker longs for unrequited love and the missed opportunity it held. In "The Lake Isle of Innisfree," Yeats explicitly longs for peace. In "The Wild Swans at Coole," the speaker longs for a world that does not change, for in the "nineteenth autumn" of his watching, he recalls when he trod "with a lighter tread."

Difficulty: *Easy*

Objective: *Essay*

18. Students should identify symbols in three of the poems in the selection and describe what each represents in the poem and the world beyond it. For example, in "When You Are Old," the fictional old woman symbolizes the future and lost opportunity in love. The "stars" where love has hidden symbolize artistic endeavor. In "The Lake Isle of Innisfree," the isle and everything described on it symbolize a place of peace, either in itself or made from artistic effort. In "The Wild Swans at Coole," the obvious symbols are the swans, who represent unchanging nature, even as they fly away.

Difficulty: *Average*

Objective: *Essay*

"Preludes," "Journey of the Magi," and "The Hollow Men" by T. S. Eliot

Selection Test B, p. 21

Critical Reading

1. ANS: B	DIF: Easy	OBJ: Comprehension
2. ANS: A	DIF: Average	OBJ: Interpretation
3. ANS: A	DIF: Average	OBJ: Interpretation
4. ANS: D	DIF: Average	OBJ: Reading Strategy
5. ANS: B	DIF: Easy	OBJ: Comprehension
6. ANS: C	DIF: Easy	OBJ: Literary Analysis
7. ANS: D	DIF: Average	OBJ: Comprehension
8. ANS: D	DIF: Challenging	OBJ: Comprehension
9. ANS: A	DIF: Easy	OBJ: Reading Strategy
10. ANS: B	DIF: Average	OBJ: Literary Analysis
11. ANS: B	DIF: Average	OBJ: Interpretation
12. ANS: A	DIF: Challenging	OBJ: Literary Analysis
13. ANS: C	DIF: Challenging	OBJ: Reading Strategy

Vocabulary and Grammar

14. ANS: C	DIF: Easy	OBJ: Vocabulary
15. ANS: D	DIF: Average	OBJ: Vocabulary
16. ANS: C	DIF: Average	OBJ: Grammar

Vocabulary Warm-up Exercises, p. 25

- A. 1. deliberate
2. consciousness
3. grimy
4. constituted
5. gesture
6. regretted
7. temperate
8. satisfactory

B. Sample Answers

- foolishness; The *folly* of Frank's plan to write his entire research paper the night before it is due is apparent to everyone but Frank.
- demanding; Gretchen's *insistent* requests for service earned her a reputation as a demanding diner.
- shameful; Despite her *sordid* past as a counterfeiter, the heroine of the novel I'm reading is really a good person.
- strength; The *potency* of the salsa was far too much for Zoe.
- idea; The architect's *conception* of the proposed building was quite impressive.

- complaining; The two sisters continued *grumbling* about the chores they had to do.
- basis; The *essence* of Juan's argument was that he was right and Malcolm was wrong.

Reading Warm-up A, p. 26

Sample Answers

- 1,000 to 1,200 miles and three to twelve months by camel; *Constituted* means "made up of."
- cold; One city that enjoys *temperate* weather is Los Angeles.
- (their decision to make the trip); In *Star Wars*, Luke Skywalker later *regretted* confronting Darth Vader too soon.
- (dirty); If I were *grimy*, the first thing I would do would be to take a bath.
- to keep going; *Deliberate* means "thought about or intended."
- awareness*; When I come to *consciousness* in the morning, the first thing I think about is getting up in time to get ready for school.
- (took turns kneeling); A shrug is a *gesture* that can indicate confusion.
- acceptable; I would receive a passing grade.

Reading Warm-up B, p. 27

Sample Answers

- to relax the current anti-Catholic laws; A cat might show *hostile* feelings by hissing or arching its back.
- The new king of England, James I, had promised to relax the anti-Catholic laws, but it now appeared that he would be even more hostile to the Catholics than the former king had been; I was *grumbling* about having to clean up our campsite.
- (foul); In the comic book I'm reading, a superhero fights against *sordid* criminals.
- (to begin a revolution that would restore Catholicism as the official religion of England); *Conception* means "the formation of an idea."
- enough to blow the House of Lords off its foundations; You can increase the *potency* of chili by adding more chili powder or hot sauce.
- Another word for *folly* is "foolishness"; I have seen people spend all their money on flashy cars and then have nothing left to buy food.
- the danger; A person should be *insistent* when someone else is in danger or might do something he or she would regret.
- (a celebration of the uncovering of the plot); *Essence* means "the basic quality" or "that which makes something what it is."

Literary Analysis: Modernism, p. 28

Suggested Responses

- Students should understand that the clear images, presented without the commentary of the author, are characteristic of Modernism. Students should also understand that the bleak outlook on urban life and the lives of people is a common Modernist theme.
- The clear images reflect the Modernist style, but unlike the other poems, the people in this work find meaning in their lives. They are guided by a religious belief that helps them through the chaotic world.
- The world is described as "hollow," "broken," and "lost." People seem unable to communicate or understand themselves and their surroundings. Like "Preludes," the poem uses clear images intended to create emotion in readers and it presents a sad view of modern life.

Reading Strategy: Interpret, p. 29

Suggested Responses

- Students might list some of the following images: "The grimy scraps of withered leaves about your feet"; "The showers beat on broken blinds and chimney pots"; "Newspapers from vacant lots"; "A lonely cab horse steams and stamps." Students should notice that these images reveal a feeling of quiet, loneliness, and sadness. Eliot seems to be saying that modern, urban life is lonely and depressing.
- Students might list some of the following images: "With all its muddy feet that press"; "One thinks of all the hands / That are raising dingy shades."; "You curled the papers from your hair, / Or clasped the yellow soles of feet / In the palms of both soiled hands"; "And short, square fingers stuffing pipes." These images show only parts of people, as they focus on simple tasks. The people are fragmented, and words such as "muddy," "dingy," "soiled," and "yellow" give the impression that their lives are tarnished and unhappy.
- Students might list some of the following details: "The ways deep and the weather sharp"; "the camels galled, sore-footed, and refractory"; ". . . the night-fires going out, and the lack of shelters"; ". . . the cities hostile and the towns unfriendly / And the villages dirty and charging high prices . . ." These images suggest that the journey is difficult, and that the Magi would not endure it if not for an important reason.
- The Magi are left thinking about birth and death, and they have a sense of unease when they return home to old traditions. The journey changed their lives, and the images imply that the birth they were honoring will have an important effect on the world.
- The hollow men have a "headpiece filled with straw," "dried voices" that are "quiet and meaningless," and they are "sightless." They are also described as a "paralyzed force, gesture without motion." These images emphasize the misery of the hollow men, who have no self-knowledge and no ability to reach out to find meaning in their lives.

Vocabulary Builder, p. 30

- A.** 1. fractional; 2. fractious; 3. refract
B. 1. C; 2. A; 3. B; 4. C; 5. C

Grammar and Style: Adjectival Modifiers, p. 31

- A.** 1. “of withered leaves” modifies *scraps*; prepositional phrase
2. “gathering fuel” modifies *ancient women*; participial phrase
3. “who have crossed” modifies *those*; adjective clause
4. “from vacant lots” modifies *newspapers*; prepositional phrase
5. “that press” modifies *feet*; adjective clause
6. “cursing and grumbling” modifies *men*; participial phrase

B. Sample Response

The poem “Preludes,” features a city of despair. The poet writes of showers beating on blinds, a lonely horse stamping and steaming, and the smell of steaks. Morning brings hands that raise dingy shades and the sad masquerades of humans.

Enrichment: Music, p. 34

Suggested Responses

Encourage students to concentrate and use their imaginations as they listen to the classical and modernist pieces. They should record their thoughts on the unique sounds of each piece, the similarities and differences in the musical structures of each time period, and opinions on how the pieces reflect the modernist movement’s use of fragments, its exploration of meaninglessness, and its willingness to risk annoying or confusing its audience.

Selection Test A, p. 35

Critical Reading

- | | | |
|------------|-----------|------------------------|
| 1. ANS: A | DIF: Easy | OBJ: Comprehension |
| 2. ANS: D | DIF: Easy | OBJ: Interpretation |
| 3. ANS: B | DIF: Easy | OBJ: Literary Analysis |
| 4. ANS: C | DIF: Easy | OBJ: Reading Strategy |
| 5. ANS: B | DIF: Easy | OBJ: Comprehension |
| 6. ANS: D | DIF: Easy | OBJ: Reading Strategy |
| 7. ANS: C | DIF: Easy | OBJ: Interpretation |
| 8. ANS: D | DIF: Easy | OBJ: Literary Analysis |
| 9. ANS: C | DIF: Easy | OBJ: Interpretation |
| 10. ANS: B | DIF: Easy | OBJ: Comprehension |
| 11. ANS: B | DIF: Easy | OBJ: Literary Analysis |

Vocabulary and Grammar

- | | | |
|------------|-----------|-----------------|
| 12. ANS: D | DIF: Easy | OBJ: Vocabulary |
| 13. ANS: A | DIF: Easy | OBJ: Grammar |

Essay

14. Students should recognize that the tone changes in different parts and even in different lines throughout the poem. They might for example, describe the tone in much of “Prelude I” as detached or objective. The tone changes to pity near the end when the speaker mentions the gentle and suffering thing and the old women collecting fuel in vacant lots.

Difficulty: Easy

Objective: Essay

15. Students should note that the magi were wise men who traveled a great distance to visit the infant Jesus right after he was born. The speaker describes the extreme hardship of the winter journey. Finally, they came to a pleasant valley and located the place they were seeking. The birth brought change to the world, and when they returned to their kingdoms, they were no longer comfortable there.

Difficulty: Easy

Objective: Essay

Selection Test B, p. 38

Critical Reading

- | | | |
|------------|------------------|------------------------|
| 1. ANS: C | DIF: Easy | OBJ: Comprehension |
| 2. ANS: A | DIF: Average | OBJ: Comprehension |
| 3. ANS: C | DIF: Average | OBJ: Literary Analysis |
| 4. ANS: B | DIF: Challenging | OBJ: Interpretation |
| 5. ANS: D | DIF: Easy | OBJ: Interpretation |
| 6. ANS: A | DIF: Easy | OBJ: Reading Strategy |
| 7. ANS: C | DIF: Average | OBJ: Interpretation |
| 8. ANS: B | DIF: Challenging | OBJ: Interpretation |
| 9. ANS: D | DIF: Challenging | OBJ: Literary Analysis |
| 10. ANS: B | DIF: Average | OBJ: Reading Strategy |
| 11. ANS: D | DIF: Average | OBJ: Literary Analysis |
| 12. ANS: B | DIF: Average | OBJ: Comprehension |

Vocabulary and Grammar

- | | | |
|------------|--------------|-----------------|
| 13. ANS: C | DIF: Easy | OBJ: Vocabulary |
| 14. ANS: A | DIF: Average | OBJ: Vocabulary |
| 15. ANS: D | DIF: Easy | OBJ: Grammar |
| 16. ANS: B | DIF: Average | OBJ: Grammar |
| 17. ANS: D | DIF: Average | OBJ: Grammar |

Essay

18. Students should understand that the journey of the Magi is long and difficult. It is important to them because, despite hardships, difficult people, and self-doubt, they press onward. Students should name specific images of the journey’s hardships, such as “The ways deep and the weather sharp,” the “sore-footed camels,” and the “cities hostile and the towns unfriendly.” The journey changes their lives in that it affirms their faith and helps them to

anticipate change in the world around them. They are no longer at ease with the “old dispensations,” or belief systems, of people.

Difficulty: *Easy*

Objective: *Essay*

19. Both poems represent a break from traditional types of verse in that they convey meaning through simple but meaningful images intended to have a powerful emotional effect. These images reflect the Modernist view of the world in their depiction of chaos, spiritual emptiness, and dirtiness. In “Preludes,” the poet describes a rainy, cold city in which people—described as only hands and feet—are fragmented and lost. In daylight, people walk around without direction and in masquerade. At night, they are haunted by a thousand sordid images. At the end of the poem, Eliot expresses the hope that the human spirit can rise above and beyond the sordid circumstances of their lives. In “The Hollow Men,” Eliot expresses the meaningless, repetitive behaviors people display in modern life. They are inhibited by corruption, disillusionment, and an inability to connect to their spiritual selves. These themes are emphasized by images of sightlessness, images of a tired, broken, world, and images of people being paralyzed and unable to save themselves.

Difficulty: *Challenging*

Objective: *Essay*

“In Memory of W. B. Yeats” and “Musée des Beaux Arts” by W. H. Auden
“Carrick Revisited” by Louis MacNeice
“Not Palaces” by Stephen Spender

Vocabulary Warm-up Exercises, p. 42

- A.**
1. intolerant
 2. isolation
 3. leisurely
 4. rapture
 5. miraculous
 6. emphasis
 7. concealment
 8. interlude

B. Sample Answers

1. T; The roof, being part of the building, is an *architectural* element.
2. T; A room with an *accumulation* of dust has dust all over everything and has to be dusted.
3. F; An *acquired* talent is something one has to work at to learn.
4. T; If you heard a bear roar, you might feel that you were in danger, which would be a *dreadful* feeling.
5. F; A crowd would probably shout angrily, not *reverently*, to a losing team.

6. F; When you *tamper* with something, you are likely to break it.
7. F; Wealthy and stylish people would be attracted to a *fashionable* place.
8. F; If you refuse to change your mind, you have not *modified* your attitude at all.

Reading Warm-up A, p. 43

Sample Answers

1. (he simply would not allow it); He banished Daedalus and Icarus to the Labyrinth.
2. (being alone all the time); A time I found myself in *isolation* was when I had the measles and had to be kept away from my brother and sister.
3. Labyrinth; If I wanted to be sure of the *concealment* of a small treasure, I would put it in a box under my bed.
4. (stressing); One safety rule that I think deserves great *emphasis* is to always wear a seatbelt in a moving car.
5. (seemingly impossible); In ancient times, a solar eclipse was seen as a *miraculous* event.
6. slowly; One activity that I do *leisurely* is take a bath.
7. delight; After dreaming all his life about skydiving, the *rapture* Jamal felt when he leaped from the plane was unbelievable.
8. (he flew higher and higher); An *interlude* I would enjoy would be a drive out to the beach for a picnic.

Reading Warm-up B, p. 44

Sample Answers

1. building designers; windows or doors in a building
2. (popular); Low-rise jeans are *fashionable*.
3. Because they were not immediately fashionable but became more popular over time; *Acquired* means to gain possession of.
4. (collection); If I had an *accumulation* of old CDs, I would sell them in an online auction.
5. German culture; If I were to *tamper* with a camera, I might break it.
6. (“cosmopolitan rubbish”); I know my favorite old jeans look *dreadful*, but I wear them anyway because they are so comfortable.
7. changed; I would expect to see a different hairstyle than the one she had before.
8. (highly respected)

Literary Analysis: Theme, p. 45

Sample Responses

1. A central idea in the poem is that Yeats’s death blurs the line between Yeats himself and his poetry. Auden’s word choice implies the theme: “wholly given over to unfamiliar affections” and “words of a dead man / Are modified in the guts of the living.”
2. The poem’s theme—tragedy matters only to those who are affected by it—is indirectly expressed. Auden’s word

choice and tone—“expensive delicate ship” and “sailed calmly on”—imply the theme.

3. These lines express the theme directly. The speaker grapples with his identity, and the lines describe these different identities. The poet’s tone, which is both angry and melancholy, implies the theme.

Reading Strategy: Paraphrase, p. 46

A. Possible Responses

1. Nature is indifferent to human suffering.
2. Returning to a place we know mostly from memory limits our perception of the place.
3. Art cannot be kept and collected. It must be created, with energy, if there is any hope that art can change the world.

B. Suggested Responses

1. The phrase “dogs go on with their doggy life” emphasizes nature’s indifference to human suffering.
2. The imagery of sea and land underscore the speaker’s feelings of ambivalence about the truth of memory.
3. The juxtaposition of “filtered dusts” with “stamping,” “emphasis,” and “Drink from here energy” sharply contrasts the old and new ideas about art.

Vocabulary Builder, p. 47

A. 1. C; 2. A

B. 1. D; 2. C; 3. B; 4. C; 5. A

Grammar and Style: Parallel Structure, p. 48

A. 1. taught; 2. as; 3. consider; 4. promoting

B. Sample Responses

1. Yeats died on a day that was dark and cold.
2. The “Old Masters” refers to artists from Belgium, Holland, and Italy.
3. Bruegel enjoyed painting scenes of laborers, including harvesters and hunters.
4. The speaker in “Carrick Revisited” admires the landscape and remembers his childhood.

Enrichment: Social Studies, p. 51

Sample Responses

1. At the time, England and Europe were still experiencing the effects of the Great Depression. The “dogs of Europe” might refer to militarists in Germany and Italy, countries that were poised for war.
2. Throughout the 1930s, many people experienced “human unsuccess” as they lost their jobs and means of supporting themselves and their families.

Selection Test A, p. 52

Critical Reading

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|-----------|-----------|-----------------------|
| 1. ANS: C | DIF: Easy | OBJ: Comprehension |
| 2. ANS: B | DIF: Easy | OBJ: Reading Strategy |

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|------------|-----------|------------------------|
| 3. ANS: D | DIF: Easy | OBJ: Literary Analysis |
| 4. ANS: C | DIF: Easy | OBJ: Comprehension |
| 5. ANS: A | DIF: Easy | OBJ: Interpretation |
| 6. ANS: B | DIF: Easy | OBJ: Reading Strategy |
| 7. ANS: C | DIF: Easy | OBJ: Literary Analysis |
| 8. ANS: C | DIF: Easy | OBJ: Comprehension |
| 9. ANS: D | DIF: Easy | OBJ: Comprehension |
| 10. ANS: A | DIF: Easy | OBJ: Literary Analysis |

Vocabulary and Grammar

- | | | |
|------------|-----------|-----------------|
| 11. ANS: B | DIF: Easy | OBJ: Vocabulary |
| 12. ANS: A | DIF: Easy | OBJ: Grammar |

Essay

13. Students may note that the theme of “In Memory of W. B. Yeats” is that Yeats is dead, but his poetry inspires readers. The theme of “Musée des Beaux Arts” is that people suffer, but life goes on. The theme of “Carrick Revisited” is the desire people have to know how their past influences their lives. The theme of “Not Palaces” is that in the past, art was for the few; now it should be for all people. Students should cite images, symbols, and other evidence from the poem that supports the theme.

Difficulty: *Easy*

Objective: *Essay*

14. Students should recognize that Auden had great respect and admiration for Yeats. As an example, he creates the image of the cold winter day when Yeats died. He also says that history forgives the failings of people who produce great poetry. Yeats created poetry that did not change the world, but it helped people know themselves and learn to be free.

Difficulty: *Easy*

Objective: *Essay*

Selection Test B, p. 55

Critical Reading

- | | | |
|------------|------------------|------------------------|
| 1. ANS: A | DIF: Average | OBJ: Interpretation |
| 2. ANS: A | DIF: Average | OBJ: Comprehension |
| 3. ANS: D | DIF: Challenging | OBJ: Reading Strategy |
| 4. ANS: C | DIF: Average | OBJ: Literary Analysis |
| 5. ANS: B | DIF: Average | OBJ: Interpretation |
| 6. ANS: C | DIF: Average | OBJ: Literary Analysis |
| 7. ANS: B | DIF: Easy | OBJ: Comprehension |
| 8. ANS: C | DIF: Average | OBJ: Reading Strategy |
| 9. ANS: D | DIF: Challenging | OBJ: Literary Analysis |
| 10. ANS: B | DIF: Easy | OBJ: Comprehension |
| 11. ANS: B | DIF: Easy | OBJ: Reading Strategy |

Vocabulary and Grammar

- | | | |
|------------|--------------|-----------------|
| 12. ANS: B | DIF: Easy | OBJ: Vocabulary |
| 13. ANS: D | DIF: Average | OBJ: Vocabulary |
| 14. ANS: A | DIF: Easy | OBJ: Grammar |
| 15. ANS: C | DIF: Average | OBJ: Grammar |

Essay

16. Students must focus on two poems. Statements of theme must be supported with relevant lines from the poems. For example, students might note that the theme of “Musée des Beaux Arts” is that tragedy matters only to those who are affected by it. Students should realize that Auden states the theme both directly and indirectly. Lines 1–4, which note that human suffering takes place while ordinary events happen, state this theme directly. Auden’s detached tone and word choice—“walking dully along,” “innocent,” and “leisurely,” for example—convey the theme indirectly.

Difficulty: Average

Objective: Essay

17. Students must state the views of two poets and compare and contrast them. For example, students might feel an affinity with Auden’s view that “poetry makes nothing happen” and contrast it with Spender’s fervent belief that poetry can rally people toward a “purpose which the wind engraves.”

Difficulty: Challenging

Objective: Essay

“Shooting an Elephant” by George Orwell

Vocabulary Warm-up Exercises, p. 59

- A.**
1. miserable
 2. intention
 3. alternative
 4. motives
 5. certainty
 6. invariably
 7. futility
 8. committed

B. Sample Answers

1. Two things in nature that are *innumerable* are the stars in the sky and the grains of sand on the beaches.
2. If a group of people were *oppressed*, one of their complaints might be that their freedom of speech had been taken away.
3. The difference between *petty* theft and grand theft is the value of the item or items that were stolen; a petty theft would be the theft of a small amount.
4. If I could have talents *comparable* to those of someone I admire, those talents would be the ability to write well and to speak eloquently in public.

5. The best way to stop the *tyranny* of a bully is to stand up to him or her.
6. One type of food that makes me feel a bit *squeamish* is snails.
7. If a government *inflicted* unfair taxes, the people might elect different representatives.
8. If I met a *Buddhist* priest, I would like to ask him about the basic beliefs of his religion.

Reading Warm-up A, p. 60

Sample Answers

1. Tusks grow throughout the lifetime of the animal; *Invariably* means “without change.”
2. to live alone or in small bachelor herds; My *intention* is to complete this project today.
3. (bananas) (sugar); An *alternative* to cereal for breakfast might be eggs.
4. (harvesting their tusks); *Motives* means “reasons or causes that make a person act.”
5. ivory is still traded legally in Japan; The *futility* of our efforts to put out the fire soon became clear.
6. (that the sale of ivory helps local and national economies); One thing that I think is a *certainty* is that I will graduate from high school.
7. starvation and misery; *Wretched* means “completely miserable.”
8. (any ivory trade will lead to increased poaching); One goal to which I am *committed* is to learn how to play the piano.

Reading Warm-up B, p. 61

Sample Answers

1. in the logging and tourism industries; Words that mean about the same as *innumerable* are *infinite* or *uncountable*.
2. (in size and strength, the two creatures are not even comparable); A *petty* fault that a friend of mine has is that she is lazy when it comes to keeping her room tidy.
3. the elephant is at least ten times larger; Two items in the classroom that are *comparable* in size and shape are a pen and a pencil.
4. (oppression); *Tyranny* means “absolute power used unfairly.”
5. easily shocked; My *squeamish* cousin refuses to eat oysters.
6. by being forced to work; Being given too much homework might make me feel as if I were being *oppressed*.
7. (hardship and danger); *Inflicted* means “gave by striking” or “caused injuries or damage.”
8. (holy days); The *Buddhist* temple was the most interesting-looking building in the small town.

Literary Analysis: Irony, p. 62

Sample Responses

1. One would expect a certain respect to be shown toward priests. Orwell believes they are oppressed, but he also thinks of them as “evil spirited” and has fantasies of killing them.
2. The British seem heavily armed—Orwell has several types of rifles—against a population that has no weapons, but the Burmese control the behavior of the British.
3. “Grinning” connotes happiness in a situation that is morbid.
4. The crowd showed little interest in the elephant while it was ravaging the bazaar.
5. Orwell feels compelled to kill the elephant, even though he knows its worth is far greater living than dead.
6. The situation is anything but “perfectly clear.” Orwell’s original resolve not to kill the animal becomes clouded by many concerns, such as embarrassment and pressure from the crowd.
7. A dangerous weapon, which Orwell uses to perform an unseemly task, contrasts sharply with traditional ideas of beauty.
8. The death of the coolie, who was not valued, gave Orwell an excuse for doing something he did not really want to do—shooting the valuable elephant.

Reading Strategy: Recognize the Writer’s Attitudes, p. 63

Sample Responses

1. attitudes toward Burmese: perplexed, upset by hatred; knows they’re oppressed; “wretched prisoners”; “rage against the evil-spirited little beasts”; “prostrate peoples”; wants to drive bayonet into Buddhist priest; Conclusion: Orwell believes the Burmese are oppressed by the British and, logically, can understand their hatred. However, part of him wants to react to their hatred with rage and revenge.
2. attitudes toward killing elephant: “vaguely uneasy”; no intention of shooting it; feels pressure of crowd’s expectations; “absurd puppet”; wears a mask and is not himself; later rationalizes his action; Conclusion: If the decision were left to him, Orwell would not have shot the elephant. However, he felt pressured by the expectation of the crowd and his own perception of what he should do, as a representative of the ruling group.

Vocabulary Builder, p. 64

A. Sample Response

While serving as a police officer in Burma, Orwell came to despise imperialism. He viewed it as a despotic form of government. He noted the irony in the supposed dominion the colonizers had over the colonized.

- B.** 1. B; 2. F; 3. E; 4. A; 5. D; 6. C

Grammar and Style: Participial Phrases: Restrictive and Nonrestrictive, p. 65

- A.**
1. hooted after me when I was at a safe distance; restrictive; insults
 2. winding all over a steep hillside; nonrestrictive; labyrinth
 3. violently shooing away a crowd of naked children; nonrestrictive; woman
 4. sharply twisted to one side; restrictive; head
 5. standing in front of the unarmed native crowd; nonrestrictive; I

B. Sample Response

At my first violin recital I was very nervous and uncomfortable. My fingers, drenched in sweat, slipped on my violin strings. I rarely looked up from the pages clipped to my music stand.

Enrichment: Social Studies, p. 68

Possible Responses

1. Instead of being ruled by an outside minority, as under imperialism, the Burmese control their own government under self-rule.
2. Even without imperialism, oppression still exists in the country. The “wretched prisoners huddling in the stinking cages of the lockups” referred to by Orwell could well be today’s political prisoners.

Selection Test A, p. 69

Critical Reading

- | | | |
|------------|-----------|------------------------|
| 1. ANS: B | DIF: Easy | OBJ: Reading Strategy |
| 2. ANS: C | DIF: Easy | OBJ: Comprehension |
| 3. ANS: A | DIF: Easy | OBJ: Reading Strategy |
| 4. ANS: B | DIF: Easy | OBJ: Reading Strategy |
| 5. ANS: A | DIF: Easy | OBJ: Interpretation |
| 6. ANS: D | DIF: Easy | OBJ: Literary Analysis |
| 7. ANS: A | DIF: Easy | OBJ: Comprehension |
| 8. ANS: D | DIF: Easy | OBJ: Comprehension |
| 9. ANS: C | DIF: Easy | OBJ: Interpretation |
| 10. ANS: C | DIF: Easy | OBJ: Literary Analysis |
| 11. ANS: A | DIF: Easy | OBJ: Comprehension |

Vocabulary and Grammar

- | | | |
|------------|-----------|-----------------|
| 12. ANS: B | DIF: Easy | OBJ: Vocabulary |
| 13. ANS: A | DIF: Easy | OBJ: Grammar |

Essay

14. Students should mention that Orwell is referring to the role that white imperialists are forced into as tyrants. Even a man like Orwell, who does not want to be a sahib or tyrant, is forced to act like one. He looks at the faces of the Burmese and sees that they expect him to shoot

the elephant. Their expectation pushes him into behavior that he knows is wrong and unnecessary.

Difficulty: *Easy*

Objective: *Essay*

15. Students may note that Orwell's attitude carries a strong awareness of the evils of imperialism and how it affects the Burmans and their attitudes toward Europeans. He also shows some pity at the death of the Burman as well as for the suffering of the elephant. In light of this attitude, it is difficult to think that Orwell was truly happy that the Burman had died.

Difficulty: *Easy*

Objective: *Essay*

Selection Test B, p. 72

Critical Reading

- | | | |
|------------|------------------|------------------------|
| 1. ANS: B | DIF: Average | OBJ: Reading Strategy |
| 2. ANS: D | DIF: Average | OBJ: Reading Strategy |
| 3. ANS: C | DIF: Average | OBJ: Interpretation |
| 4. ANS: D | DIF: Average | OBJ: Literary Analysis |
| 5. ANS: C | DIF: Easy | OBJ: Comprehension |
| 6. ANS: B | DIF: Average | OBJ: Literary Analysis |
| 7. ANS: C | DIF: Challenging | OBJ: Reading Strategy |
| 8. ANS: B | DIF: Challenging | OBJ: Literary Analysis |
| 9. ANS: B | DIF: Easy | OBJ: Interpretation |
| 10. ANS: A | DIF: Average | OBJ: Interpretation |
| 11. ANS: D | DIF: Average | OBJ: Comprehension |

Vocabulary and Grammar

- | | | |
|------------|--------------|-----------------|
| 12. ANS: C | DIF: Easy | OBJ: Vocabulary |
| 13. ANS: D | DIF: Average | OBJ: Vocabulary |
| 14. ANS: D | DIF: Average | OBJ: Grammar |
| 15. ANS: A | DIF: Average | OBJ: Grammar |

Essay

16. Students should recognize that the real motives Orwell names are the fear of appearing weak or foolish and the desire to impress the subjugated. Students might cite examples such as Orwell's self-consciousness in front of the crowd, his realization that he is an "absurd puppet," his fear of being laughed at, and the contradiction in killing an animal that is no longer a threat.

Difficulty: *Easy*

Objective: *Essay*

17. Students should note that Orwell primarily uses irony of situation in his essay. The inherent assumption behind Orwell's statement is that tyrants destroy the freedom of those they control. The irony, therefore, is that the tyrants destroy their own freedom as well, in an attempt to maintain an appearance of authority, power, and control. Orwell's disillusioning knowledge that he must act as the crowd expects him to act—as a representative

of imperialism—conveys this loss of freedom. As a member of the ruling class, he presumably has freedom of choice. However, from the moment he is called to investigate the problem, he becomes part of a chain of events seemingly beyond his control.

Difficulty: *Challenging*

Objective: *Essay*

"The Demon Lover" by Elizabeth Bowen

Vocabulary Warm-up Exercises, p. 76

- A.**
1. alight
 2. caretaker
 3. dependability
 4. perplexed
 5. knowledgeably
 6. apprehension
 7. heightening
 8. assent

B. Sample Answers

1. On a scale from one to ten, I would rate the *acuteness* of pain from a paper cut as "one," because it does not hurt very much.
2. If a *sinister* man spoke to me, I would feel frightened because he would be giving off an aura of evil and danger.
3. If a storyteller was *resuming* her story after a short break, I would wait because that means she would continue the story.
4. To *console* a friend for losing a game, I might say he played well but just had bad luck.
5. If my friend had *accelerating* spending habits, I would tell her to slow down and not waste her money so foolishly.
6. If the *ventilation* in a room were poor, I would suggest opening the windows to let more air in.
7. If a child hurt her knee, her mother might offer the *consolation* of a hug and some tender words.
8. If two people *resumed* their friendship, they would likely make more phone calls because they would be continuing the relationship.

Reading Warm-up A, p. 77

Sample Answers

1. confused, wondering; I once felt perplexed when I couldn't figure out how to play the violin.
2. (supervises and takes care of property that someone else occupies); Something I would want a caretaker to do at my home would be to clean out the garage.
3. worry; One thing that gives me some apprehension is the thought of sharks in the water when I go surfing.
4. (good answer); Clay's experience with motors enabled him to answer knowledgeably Aaron's question about why the car died.

5. reliability: One aspect of my life in which I demonstrate dependability is keeping up with my homework.
6. (increasing); I usually react to heightening demands on my time and patience by making a list of what I have to do and crossing items off as I do them.
7. (common areas); Alight means “lighted.”
8. agreement; I would eagerly give my assent to a job offer as a ballerina.

Reading Warm-up B, p. 78

Sample Answers

1. make him feel better; When I am unhappy, a good hug can console me.
2. (stopped following her only when he saw an officer of the law nearby); Sinister means “threatening.”
3. (reminded John about how nervous she had been); I’ll be resuming my chores after I eat lunch.
4. comfort; When a friend of mine was feeling unhappy, I offered to treat her to dinner to give her some consolation.
5. (it was probably just a coincidence that the guy stopped when he did); An activity that I once dropped and then resumed was knitting a sweater.
6. pace of life; Accelerating means “increasing in speed.”
7. circulation; Two ways to improve the ventilation in a room are to turn on a fan and to open the windows.
8. (sharpness); A feeling that once hit me with great acuteness was the feeling of missing my Aunt Mary after we moved away.

Literary Analysis: The Ghost Story, p. 79

Sample Responses

outside Mrs. Drover’s house: *normal*: deserted because of war, autumn so humid and rainy; *unusual*: “unfamiliar queerness” due to street’s lack of activity

inside Mrs. Drover’s house: *normal*: dark because windows boarded up, usual things are visible (smoke stain, ring on desk, bruise in wallpaper); *unusual*: she is “perplexed,” one door is ajar

the letter: *normal*: letters were not uncommon; *unusual*: how it came to be delivered and laid on hall table, vaguely sinister message from former lover who is presumed dead

the farewell, 25 years ago: *normal*: saying good-bye to a soldier would have been a common scene during a war; *unusual*: his face not visible, pressure of buttons on hand, she eager to have the farewell done with, “sinister troth” made

Mrs. Drover’s marriage and family: *normal*: courtship, marriage, home, and children, she busy being utterly dependable for her family; *unusual*: [no “unusual” details are given] catching the taxi: *normal*: the street is busy as usual, the taxi is right where it should be; *unusual*: taxi seems to be waiting for her, starts up without instructions, Mrs. Drover screams when she sees the driver’s face, taxi speeds off into the deserted streets

Reading Strategy: Respond, p. 80

Sample Responses

Student reactions to the story will depend on their own life experiences. Be sure that students go beyond their own responses to evaluate whether the author intended that response, and why.

Vocabulary Builder, p. 81

- A.** 1. locality
2. localism
3. allocation
- B.** 1. B; 2. E; 3. C; 4. A; 5. D

Grammar and Style: Sentence Beginnings: Participial Phrases, p. 82

- A.** Sentences 2 and 4, begin with participial phrases.
2. “Proceeding upstairs” modifies *Mrs. Drover*.
4. “Annoyed at the caretaker” modifies *she*.

B. Sample Response

Described as a writer of “finely wrought prose,” Elizabeth Bowen is highly praised for her stories. Her characters are mostly from the upper middle class in England and Ireland. Born into that class, Bowen “knew” her characters well. Her novel *The Hotel*, published in 1927, contains a typical Bowen heroine. Trying to cope with a life for which she is not prepared, the girl might remind some of a young Elizabeth Bowen.

Enrichment: Social Studies, p. 85

Suggested Response

Students may choose to research the effect of the Blitz on London architecture. Students should note that the German bombing continued throughout the war but not as aggressively as during the Blitz. When Germany surrendered on May 7, 1945, much of London lay in ruins, and about 30,000 Londoners had been killed. Property losses included the Guildhall, the House of Commons, most of the Inns of Court, many churches, and about eighty percent of London’s houses.

Selection Test A, p. 86

Critical Reading

1. ANS: D	DIF: Easy	OBJ: Reading Strategy
2. ANS: B	DIF: Easy	OBJ: Comprehension
3. ANS: D	DIF: Easy	OBJ: Comprehension
4. ANS: C	DIF: Easy	OBJ: Comprehension
5. ANS: B	DIF: Easy	OBJ: Interpretation
6. ANS: A	DIF: Easy	OBJ: Interpretation
7. ANS: A	DIF: Easy	OBJ: Interpretation
8. ANS: C	DIF: Easy	OBJ: Literary Analysis
9. ANS: A	DIF: Easy	OBJ: Reading Strategy
10. ANS: C	DIF: Easy	OBJ: Interpretation

11. ANS: B DIF: Easy OBJ: Interpretation

Vocabulary and Grammar

12. ANS: C DIF: Easy OBJ: Vocabulary

13. ANS: D DIF: Easy OBJ: Grammar

Essay

14. Students who think he is a demon may argue that he was first described as having a “spectral” glimmer in his eye back when he was first introduced. Mrs. Drover’s inability to remember what he looks like also suggests that he may have been something other than human. Students who argue that he is a living person may say that a ghost would not have to open a basement window to enter or leave the house. He is also last seen driving a taxi.

Difficulty: *Easy*

Objective: *Essay*

15. Students should mention that the deserted neighborhood and house creates a mood of suspense because Mrs. Drover is all alone. Anything can happen to her, and there is no one to help or even to notice. No one is supposed to be in the house except Mrs. Drover, but she feels a presence. The vacant neighborhood contributes to the mood as well, because she is only able to see one taxi.

Difficulty: *Easy*

Objective: *Essay*

Selection Test B, p. 89

Critical Reading

- | | | |
|------------|------------------|------------------------|
| 1. ANS: D | DIF: Easy | OBJ: Comprehension |
| 2. ANS: A | DIF: Average | OBJ: Interpretation |
| 3. ANS: C | DIF: Challenging | OBJ: Literary Analysis |
| 4. ANS: C | DIF: Average | OBJ: Literary Analysis |
| 5. ANS: A | DIF: Average | OBJ: Reading Strategy |
| 6. ANS: B | DIF: Average | OBJ: Literary Analysis |
| 7. ANS: C | DIF: Average | OBJ: Comprehension |
| 8. ANS: B | DIF: Average | OBJ: Interpretation |
| 9. ANS: C | DIF: Easy | OBJ: Reading Strategy |
| 10. ANS: A | DIF: Easy | OBJ: Interpretation |
| 11. ANS: B | DIF: Average | OBJ: Reading Strategy |
| 12. ANS: A | DIF: Easy | OBJ: Interpretation |

Vocabulary and Grammar

- | | | |
|------------|--------------|-----------------|
| 13. ANS: B | DIF: Easy | OBJ: Vocabulary |
| 14. ANS: B | DIF: Average | OBJ: Grammar |

Essay

15. Some students may choose to state that Bowen uses the war to create tension in her stories, to serve as the unhappy background for unhappy people. They may interpret this as opportunism, perhaps therefore acceptance. Or they may say that because Bowen experienced the war herself, its events don’t seem noteworthy or interesting to her. Other students may note that all of the strangeness in the story is the result of Mrs. Drover’s family being “dislocated” from their normal life by the bombings. The unhappiness and tension that exists in Mrs. Drover are Bowen’s way of showing how war breaks people down.

Difficulty: *Easy*

Objective: *Essay*

16. Students should point out the “queerness” of Mrs. Drover’s street. Mrs. Drover is “perplexed” by being in her own home. The presence of the letter, as well as its message, is disturbing. The circumstances of her long-ago meeting with her fiancé were a bit odd, as were her years of “dislocation” afterward. She cannot remember his face. She feels a draft of cold air from downstairs. The taxi seems to be waiting for her and starts up without her instructions. All of these “unnatural” elements serve to build suspense so that the reader is expecting catastrophe but still taken by surprise when the taxi speeds off with the screaming Mrs. Drover.

Difficulty: *Average*

Objective: *Essay*

Benchmark Test 10, p. 92

MULTIPLE CHOICE

1. ANS: D
2. ANS: B
3. ANS: B
4. ANS: D
5. ANS: A
6. ANS: D
7. ANS: A
8. ANS: C
9. ANS: D
10. ANS: B
11. ANS: C
12. ANS: A
13. ANS: A
14. ANS: C
15. ANS: B
16. ANS: D
17. ANS: A
18. ANS: D

19. ANS: B
20. ANS: C
21. ANS: C
22. ANS: B
23. ANS: A
24. ANS: D
25. ANS: D
26. ANS: C
27. ANS: C
28. ANS: D
29. ANS: C
30. ANS: B
31. ANS: B
32. ANS: A

ESSAY

33. Students should write a critical sentence concerning a selection in the test. Their responses should be clear and should be followed by two relevant supporting details or examples from the selection.
34. Students' poems should describe some aspect of a water fountain.
35. Students should clearly identify a book, story, or movie. Their overviews should be clear, succinct, and logical.

Diagnostic Test 11, p. 98

MULTIPLE CHOICE

1. ANS: D
2. ANS: B
3. ANS: B
4. ANS: C
5. ANS: D
6. ANS: A
7. ANS: D
8. ANS: C
9. ANS: C
10. ANS: A
11. ANS: D
12. ANS: C
13. ANS: B
14. ANS: D
15. ANS: A

“The Soldier” by Rupert Brooke
“Wirers” by Siegfried Sassoon
“Anthem for Doomed Youth” by Wilfred Owen
“Birds on the Western Front”
by Saki (H. H. Munro)

Vocabulary Warm-up Exercises, p. 102

- A.**
1. indulge
 2. battlefield
 3. artillery
 4. doubtless or probably
 5. clods
 6. solitary
 7. doubtless or probably
 8. wary

B. Sample Answers

1. The *accommodation* offered to the stranger was a guest bedroom with a double bed. This room can *accommodate* two people comfortably.
2. Marcia finds it difficult to *cope* with all the stresses of her job. Tom and Elaine *cope* so well with all their hardships that they are an inspiration to all.
3. The electric fence *deterred* the cows from grazing in the other field. The threat of detention is a *deterrent* to most students who think about breaking the rules.
4. Vanessa lives in the general *locality* of the park. The owner is opening another restaurant at a better *location* next year.
5. The sign told us that admission was *restricted* to members only. Dan's illness *restricted* his activities for a month.
6. Barry is very *sensitive* to loud noises. Terry's *sensitivity* to her sister's needs is clear by the way she helps her.
7. Hector enjoyed his *tranquil* afternoon, fishing at the lake. The *tranquil* moment was interrupted by the sound of a leaf blower.

Reading Warm-up A, p. 103

Sample Answers

1. missing their loved ones and longing for the comforts of home; This weekend I will *doubtless* be doing laundry.
2. (trenches); We visited a Civil War *battlefield* and read the historic plaque there.
3. one; A *solitary* experience I once enjoyed was a bike ride along the river.
4. of shaking hands with men they had been trying to kill just the day before; If a dog were *wary* of me, it might back away with its tail between its legs.
5. (a game of football); I like to *indulge* in a bubble bath whenever I get the chance.
6. (nearly frozen ground); *Clods* are lumps of earth.
7. sound; *Artillery* means “large mounted guns.”

8. sound of artillery fire would . . . fill the air once again; One thing I will *probably* do after school today is take a guitar lesson.

Reading Warm-up B, p. 104

Sample Answers

1. they can be found in rainforests, grasslands, wooded areas, and tundras; *Restricted* means “limited or confined.”
2. (homes); The *accommodation* my family offers guests who visit our home for a few days is a guest room with a double bed.
3. area; The *locality* of the Johnsons’s home is near the beach.
4. *Deterred* means “prevented from doing something.”
5. (calm); If I am in a *tranquil* mood, I like to relax in a hammock.
6. deal with; *handle, face, manage*
7. (Owls’ wings have downy fringes that muffle the sound as they fly); owls can easily sneak up on their prey; *Consequently* means “as a result.”
8. A job that would probably be best for a person with very *sensitive* taste buds would be tasting foods for a company that makes new kinds of snacks.

Literary Analysis: Tone, p. 105

Sample Responses

“**Wirers**” *Details*: Doomed soldier carried off in great pain; Cost of life to repair barb-wire fence. Impact of image is horror. *Word Choice*: “Moaning” “lurch” are direct and graphic. “No doubt he’ll die today” is matter-of-fact. *Voice*: Voice is direct plain speech, a credible soldier, and an understated account of death. Bitter in last line. *Tone*: Overall tone is stark in reporting the casual details of death, turning bitter as the lost life is measured against the minor gain of fence repair

“**Birds on the Western Front**” *Details*: Narrator falls on nestlings. Two were dead, the others uninjured. Under-scores random nature of death in wartime, and the absurdity of war as nature tries to go on. *Word Choice*: “with some abruptness” rather than a terrified dive; “rather a battered condition” means dead; “tranquil and comfortable,” even for a bird, seems incredible in the circumstances. *Voice*: Formal diction of an upper class, as if writing a letter back to a local birdwatching club. The voice is gently absurd in these conditions. *Tone*: Overall tone is ironic, focusing closely on birds while in mortal peril.

Reading Strategy: Make Inferences, p. 106

Possible Responses

Setting: War zone; “seems to be very little corresponding disturbance,” eyewitness account

Speaker: Observer of some sort, then clearly a soldier; eyewitness observations, then, “I once saw a pair of crows,” “throw myself down with abruptness” indicating he is a soldier.

Action/Topic: Bird behavior in wartime; any of various bird behaviors in scarred landscape.

Tone: Ironic and detached; studied language and formal expression, as if in a club or over dinner rather than on a battlefield.

Theme: Absurdity of war, a life and death struggle, as contrasted against bird behavior, also a life and death struggle. Gentle satire of English reserve and mannerisms.

Vocabulary Builder, p. 107

- A.** 1. laud; 2. laudation; 3. laudatory
B. 1. A; 2. D; 3. B; 4. D; 5. C; 6. C; 7. B

Grammar and Style: Use of Who and Whom in Adjective Clauses, p. 108

- A.** 1. who; 2. whom; 3. whom
B. Sample Responses
1. Rupert Brooke was one of many talented writers who died in World War I.
 2. Siegfried Sassoon, whom the world first noticed in war, wrote of peace in later life.
 3. The families whom the soldiers left behind are on the mind of Wilfred Owen in “Anthem for Doomed Youth.”

Enrichment: Social Studies, p. 111

1. The most obvious change is the disappearance of the Austro-Hungarian Empire, which was divided into Austria, Hungary, Czechoslovakia, and Yugoslavia.
2. Part of Germany went to Poland, newly independent from Russia, and the Alsace-Lorraine region went to France.
3. Estonia, Finland, Latvia, Lithuania, and Poland became independent states, and Rumania gained some Ukrainian territory.
4. Italy gained some territory in the north from Austria-Hungary.

Selection Test A, p. 112

Critical Reading

- | | | |
|------------|-----------|------------------------|
| 1. ANS: B | DIF: Easy | OBJ: Interpretation |
| 2. ANS: C | DIF: Easy | OBJ: Reading Strategy |
| 3. ANS: A | DIF: Easy | OBJ: Literary Analysis |
| 4. ANS: D | DIF: Easy | OBJ: Reading Strategy |
| 5. ANS: B | DIF: Easy | OBJ: Reading Strategy |
| 6. ANS: C | DIF: Easy | OBJ: Literary Analysis |
| 7. ANS: D | DIF: Easy | OBJ: Comprehension |
| 8. ANS: B | DIF: Easy | OBJ: Interpretation |
| 9. ANS: A | DIF: Easy | OBJ: Interpretation |
| 10. ANS: B | DIF: Easy | OBJ: Reading Strategy |
| 11. ANS: D | DIF: Easy | OBJ: Comprehension |
| 12. ANS: A | DIF: Easy | OBJ: Comprehension |

Vocabulary and Grammar

13. ANS: B DIF: Easy OBJ: Vocabulary
14. ANS: A DIF: Easy OBJ: Grammar

Essay

15. Students may note that Brooke expresses a sadness over war, but he still believes in the justification for the war and in the heroism of the English soldiers. In the poems of Sassoon and Owen, students should see their bitterness over the destruction caused by the war. Saki's observations of the birds show the violence of war.

Difficulty: *Easy*

Objective: *Essay*

16. Students may choose "Wirers" or "Anthem for Doomed Youth" as the poem that expresses the modern view of warfare and that most Americans will most nearly agree with. They will argue that war is now seen as destructive and not a glorious adventure. Others may choose Brooke's "The Soldier" for expressing the view that when soldiers die, people regard them as heroes.

Difficulty: *Easy*

Objective: *Essay*

Selection Test B, p. 115

Critical Reading

- | | | |
|------------|------------------|------------------------|
| 1. ANS: D | DIF: Average | OBJ: Comprehension |
| 2. ANS: C | DIF: Average | OBJ: Interpretation |
| 3. ANS: B | DIF: Average | OBJ: Reading Strategy |
| 4. ANS: D | DIF: Easy | OBJ: Literary Analysis |
| 5. ANS: A | DIF: Easy | OBJ: Comprehension |
| 6. ANS: A | DIF: Easy | OBJ: Interpretation |
| 7. ANS: D | DIF: Average | OBJ: Interpretation |
| 8. ANS: B | DIF: Challenging | OBJ: Reading Strategy |
| 9. ANS: B | DIF: Average | OBJ: Interpretation |
| 10. ANS: C | DIF: Easy | OBJ: Literary Analysis |
| 11. ANS: D | DIF: Challenging | OBJ: Literary Analysis |
| 12. ANS: A | DIF: Average | OBJ: Reading Strategy |

Vocabulary and Grammar

13. ANS: C DIF: Average OBJ: Vocabulary
14. ANS: C DIF: Easy OBJ: Vocabulary
15. ANS: B DIF: Average OBJ: Grammar
16. ANS: D DIF: Challenging OBJ: Grammar

Essay

17. The only similarity between "The Soldier" and "Wirers" is that both seem to assume no other fate than death for a soldier. The fundamental difference between the two is in whether the cause is worth the sacrifice: to Brooke it is; to Sassoon it's not. Brooke focuses on the beauty of English life that prepares him for this sacrifice, that the

"pulse in the eternal mind" bear more of an English rhythm. Sassoon's "Wirers", by contrast, sets grim images of exhausted men stumbling in terror beside a matter-of-fact attitude about death. The death of young Hughes gains only a wire "safely mended," which will need to be mended again.

Difficulty: *Average*

Objective: *Essay*

18. Saki's tone comes from two primary factors: a cheerful voice making casual comments and a faintly bizarre topic interspersed with details about the real scenery. Focusing on bird behavior, the narrator still points out "a wealth of ruined buildings" or notes he had "occasion to throw myself abruptly on my face." These off-center descriptions of destruction and danger point to the absurd nature of the topic. The tone of normalcy in the most abnormal of situations implies a contrast between war and normal life. The detailed description of bird behavior in these conditions also implies a contrast between the natural life of the inhabitants and that of the combatants.

Difficulty: *Challenging*

Objective: *Essay*

"Wartime Speech" by Winston Churchill "Defending Nonviolent Resistance" by Mohandas K. Gandhi

Vocabulary Warm-up Exercises, p. 119

- A.**
1. agricultural
 2. totality
 3. exertions
 4. supplement
 5. contribution
 6. voluntary
 7. fulfilled
 8. Similarly

B. Sample Answers

1. The speaker seemed determined to stir up agitation. The child was nervous and agitated.
2. Vivian's income is inadequate for her lifestyle. Stan puts in inadequate amounts of time on his home-work.
3. Several occurrences the past week have aroused suspicion. After that embarrassing scene occurred, Hazel left town.
4. The city braced itself for the next onslaught of stormy weather. James refused to listen to another onslaught of verbal abuse.
5. The judge sentenced the criminal to ten years—the maximum penalty allowed by law. If you arrive late, the penalty is that you will not be seated until after the first act.

6. Mona was worried that her resources would run out before the project was completed. The millionaire's resources would not be enough to cover his losses.
7. The company has the utmost respect for its founder. Inez gave her utmost efforts to the cause.

Reading Warm-up A, p. 120

Sample Answers

1. his famous "march to the sea"; A *contribution* I recently made to a project was doing some research for a group presentation.
2. (Gandhi had been campaigning quite publicly and vocally for an end to British rule); After two hours of difficult *exertions*, Suzy was tired.
3. rural; *Agricultural* means "relating to the science of farming."
4. (entirely); *part, unit*
5. salt; One *supplement* someone might add to his diet on a daily basis is wheat grass juice.
6. walked with him for 23 days and over 240 miles to the Indian coast; Once I participated in a project, on a *voluntary* basis, to clean up litter on the beach.
7. his promise; *Fulfilled* means "carried out, as a promise or prediction."
8. (began picking up salt everywhere along the coast); Dave has three brothers; *similarly*, Sue has three sisters.

Reading Warm-up B, p. 121

Sample Answers

1. Hitler's armies had already invaded Holland, Belgium, and the northern areas of France; Troublemakers were stirring up *agitation* about conditions in the cafeteria.
2. (it split the British and French forces fighting there); *Onslaught* means "a very violent attack."
3. the German army trapped the British forces at Dunkirk; Two *occurrences* in the past week that I enjoyed were a birthday party for my best friend and a bike ride by the river.
4. One of my goals is to learn to play the piano. The *resources* I need in order to accomplish it are a piano, money for lessons, a good teacher, and time to practice.
5. (completely); *incompletely, partially*
6. were exhausted; The last time I put forth my *utmost* effort was during the playoff game against Jefferson High School.
7. lacking; Frank wants to bake a cake, but he has an *inadequate* amount of sugar for it.
8. (losing their lives); A fair *penalty* for failing to pay a debt in time is extra interest.

Literary Analysis: Speech, p. 122

Possible Responses

1. *Churchill*: "... solemn hour for the life of our country, of our Empire, of our Allies, and above all, of the cause of

Freedom. A tremendous battle is raging in France and Flanders."

Gandhi: "... I entirely endorse the learned advocate-general's remarks in connection with my humble self. I think he was entirely fair to me . . ."

2. *Churchill*: Status, followed by cause for hope, followed by praise for forces, followed by expectation of battle in Britain, followed by call for commitment, concluded by invocation of history.

Gandhi: Admission of guilt by law; history of his own loyalty, disaffection through chronology of abuse, details, reiteration of guilt by immoral law, appeal to higher morality.

3. *Churchill*: "clawing down three to four to one of our enemies," "foulest and most soul-destroying."

Gandhi: "mad fury of my people," "to invite and cheerfully submit."

4. *Churchill*: Specifics of battles; request for munitions; call for labor.

Gandhi: Any examples from history of Gandhi's service to the Empire.

5. *Churchill*: Roll call of conquered nations; appeal to British history on Trinity Sunday.

Gandhi: Reiteration of guilt; acceptance of penalties; appeal to judge to step down and not participate in injustice.

Reading Strategy: Identify Main Points and Support, p. 123

Sample Responses

Vocabulary Builder, p. 124

1. duration; 2. obdurate; 3. durability
1. invincible; 2. formidable; 3. intimidated; 4. retaliate; 5. diabolical; 6. excrescence; 7. endurance; 8. disaffection; 9. extenuating

Grammar and Style: Parallel Structure, p. 125

1. And if the French Army, and our own Army, are well handled, as I believe they will be; if the French retain that genius for recovery and counter-attack for which they have so long been famous, and if the British Army shows the dogged endurance of which there have been so many examples in the past—then a sudden transformation might spring into being. *Adverbial clause*
2. Only a very small part of that splendid army has yet been heavily engaged; and only a very small part of France has yet been invaded. *Adjective phrase*
3. After this battle in France abates its force, there will come the battle for our island—for all that Britain is, and all that Britain means. *Noun clause*
4. Nonviolence is the first article of my creed. It is also the last article of my faith. *Complement*

5. No sophistry, no jugglery in figures can explain away the evidence that the skeletons in many villages present to the naked eye. *Subject*

- B.** 1. Churchill wanted to explain the situation, to encourage the Army, to reassure the people, to prepare and to inspire them for the long struggle he foresaw.
2. Gandhi did not dispute the charges against him, but he disputed British right of administration, British application of law, British imposition of justice, and British rule of India.

Enrichment: Community Action, p. 128

Suggested Response

- Students should select a topic that is appropriate and manageable for the community, the classroom, and a speech. Avoid topics too large, personal, or inflammatory.
- Students' creativity can show in the introductory "hook" but be sure that the specific topic is also identified.
- Students should identify a main idea in a manageable form. A specific thesis statement is best.
- Support features should be distinguishable, relevant, and logical. Avoid hyperbole and the entire range of logical fallacies.
- Make sure the conclusion follows or summarizes what has gone before in the speech. The conclusion should wrap up the topic as well as call for agreement or action.

Selection Test A, p. 129

Critical Reading

- | | | |
|------------|-----------|------------------------|
| 1. ANS: C | DIF: Easy | OBJ: Comprehension |
| 2. ANS: A | DIF: Easy | OBJ: Comprehension |
| 3. ANS: B | DIF: Easy | OBJ: Literary Analysis |
| 4. ANS: D | DIF: Easy | OBJ: Reading Strategy |
| 5. ANS: D | DIF: Easy | OBJ: Literary Analysis |
| 6. ANS: D | DIF: Easy | OBJ: Literary Analysis |
| 7. ANS: C | DIF: Easy | OBJ: Comprehension |
| 8. ANS: D | DIF: Easy | OBJ: Interpretation |
| 9. ANS: B | DIF: Easy | OBJ: Reading Strategy |
| 10. ANS: C | DIF: Easy | OBJ: Comprehension |

Vocabulary and Grammar

- | | | |
|------------|-----------|-----------------|
| 11. ANS: A | DIF: Easy | OBJ: Vocabulary |
| 12. ANS: C | DIF: Easy | OBJ: Grammar |

Essay

13. Students should understand that Churchill thinks the conflict with Germany is a time when freedom is challenged by evil. As a result, it is an opportunity for people to perform heroically in defense of freedom and civilization. Churchill calls Germany a barbaric state and men-

tions the people of Poland, Denmark, and other nations who will become victims.

Difficulty: *Easy*

Objective: *Essay*

14. Gandhi realized that the government would never change its treatment of Indians. Laws were passed that took away more of the people's freedoms. There were then massacres of Indians and the passage of new laws that humiliated Indians. Finally, he realized that the British administrators did not even know they were acting criminally toward the Indians. As a result of these discoveries, Gandhi decided on his practice of promoting disaffection and nonviolent resistance.

Difficulty: *Easy*

Objective: *Essay*

Selection Test B, p. 132

Critical Reading

- | | | |
|------------|------------------|------------------------|
| 1. ANS: A | DIF: Easy | OBJ: Comprehension |
| 2. ANS: C | DIF: Average | OBJ: Interpretation |
| 3. ANS: C | DIF: Average | OBJ: Literary Analysis |
| 4. ANS: B | DIF: Average | OBJ: Reading Strategy |
| 5. ANS: A | DIF: Challenging | OBJ: Literary Analysis |
| 6. ANS: B | DIF: Easy | OBJ: Interpretation |
| 7. ANS: D | DIF: Average | OBJ: Comprehension |
| 8. ANS: A | DIF: Easy | OBJ: Interpretation |
| 9. ANS: B | DIF: Easy | OBJ: Literary Analysis |
| 10. ANS: C | DIF: Easy | OBJ: Reading Strategy |
| 11. ANS: A | DIF: Average | OBJ: Literary Analysis |
| 12. ANS: B | DIF: Average | OBJ: Reading Strategy |

Vocabulary and Grammar

- | | | |
|------------|--------------|-----------------|
| 13. ANS: D | DIF: Average | OBJ: Grammar |
| 14. ANS: B | DIF: Easy | OBJ: Vocabulary |
| 15. ANS: D | DIF: Average | OBJ: Vocabulary |

Essay

16. The purpose of the speech is a clear explanation of the causes and goals of Gandhi's actions against British rule. First, he traces the rise of his disaffection with British rule by citing incidents of racism and repression, although noting service to the Empire. Second, he points to the current condition of the Indian people under British rule, who are powerless, weak, and poor. Third, he states the principle that it is a virtue to oppose a government that has caused the damage he has already cited, a "sin to have affection" for such a system. The credibility of the first two points makes the logic of the third seem ironclad, and so he considers it a "precious privilege" to oppose such authority. In agree-

ing to the charges on grounds of morality, he reinforces the notion that the government that makes the laws is immoral.

Difficulty: *Easy*

Objective: *Essay*

17. Churchill's purpose in the speech is to meet the emotional needs of his audience by addressing what the situation is and preparing Britons for what it will be. First, he reports facts, acknowledging what people already know, that France is in trouble, and thus he seems in touch and in control. Second, he further calms a troubled audience by noting the efforts and qualities of the French and British troops. Third, he offers limited hope, suggesting ways things could turn out well and what it might take, although noting it would be "foolish to disguise" what will probably happen. Then he shifts to preparing for war alone and calls on the nation to prepare and produce for the "battle for our island" in the name of "right and freedom." He closes by invoking centuries of British valor and history to emphasize the like nature of this moment.

Difficulty: *Average*

Objective: *Essay*

**"Follower" and "Two Lorries" by Seamus Heaney
"Outside History" by Eavan Boland**

Vocabulary Warm-up Exercises, p. 136

A. 1. expert

2. conceit
3. reins
4. ordeal
5. pluck
6. strained
7. heft
8. angled

B. Sample Answers

1. Two colors I'd be likely to find in a piece of *sod* are green and brown.
2. If I *stumbled* and fell in front of an audience, I would feel embarrassed.
3. The *myth* about Echo and Narcissus is my favorite.
4. To buy *shafts*, I would go to a horse supply store.
5. If company were coming soon, I might go into a *flurry* of house-cleaning.
6. I might plow a *furrow* to prepare the ground for a vegetable garden.
7. If I were to *tally* the times I brushed my teeth this week, the final number would be fourteen.
8. One great *nuisance* in my life is ironing.

Reading Warm-up A, p. 137

Sample Answers

1. a person who knows; I would like to become an *expert* in the field of sports medicine.
2. (skill); Helen's *conceit* about her beauty is a bit silly.
3. if a horse gets sores; *Ordeal* means "a very difficult or trying experience."
4. (pull them off easily); A rider might give a *pluck* to a horse's reins to have the horse change direction.
5. (slanted); One reason a person might have *angled* a car while driving is to fit into a parking space.
6. to control the horse; If a rider lost the *reins* while riding, the horse might go the wrong way.
7. Lift; It took two cheerleaders to *heft* the third one up into the air.
8. (take too much effort); Once I *strained* myself when carrying a box of books up the stairs.

Reading Warm-up B, p. 138

Sample Answers

1. green earth; The new *sod* that made up the lawn was soaked by the rainstorm.
2. (she planned the trip, packed, got a passport, bought a plane ticket, and was off); *Flurry* means "a sudden commotion of movement."
3. transporting her luggage from one inn to the next; One thing in my life that I consider a *nuisance* is having to make my bed every day.
4. (long and straight); A farmer would plow a furrow just before planting a crop.
5. to harness the horse to the plow; Another piece of equipment besides *shafts* that a horse-owner might have to buy is a saddle.
6. (doing so would give a person the gift of eloquence); One god from Greek *myth* is Zeus.
7. tripped; If I *stumbled* while jogging, I might fall and scrape my knees.
8. (add up); If you *tally* the costs, you will find that the meal was not very expensive.

Literary Analysis: Diction and Style, p. 139

Sample Responses

Diction: The contractions lend an informal feeling to this scene-setting, story-telling first stanza. The question in line 5, in which the speaker adopts the coalman's voice, adds to the conversational feeling.

Imagery: Vivid, concrete images of the scene: rain, black coal, warm wet ashes, tire-marks, old lorry, Belfast accent
Rhythm: The stanza does not have rhyme. The rhythm is irregular.

Form: The poem is in six-line stanzas.

Reading Strategy: Summarize, p. 140

Sample Responses

Stanza 1: coalman sweet-talking my mother

Stanza 2: mother “moved” by coalman

Stanza 3: mother goes back to work, cleaning stove

Stanza 4: a lorry blows up a bus station

Stanza 5: I imagine my mother dead after the explosion in Magherafelt

Stanza 6: Which lorry is it?

Stanza 7: the coalman now represents death or violence

Summary: The speaker has two memories or visions of a lorry. In one lorry is a coalman who flirts with his mother. Another lorry at another time blows up a bus station. The speaker imagines his mother dead in the aftermath. The coalman, representing death, returns.

Vocabulary Builder, p. 141

A. 1. B; 2. A; 3. C

B. 1. A; 2. C; 3. A; 4. D; 5. B

Grammar and Style: Concrete and Abstract Nouns, p. 142

A. 1. *expert*—A; *wing*—C; *sod*—C; *headrig*—C; *reins*—C; *team*—C; *land*—C

2. *films*—C; *conceit*—A; *mother*—C; *business*—A; *ashes*—C; *cheek*—C; *lorry*—C; *Magherafelt*—C

B. Possible Responses

1. The farmer works with a horse plow and plows a straight furrow.
2. The boy knows his father is strong and an expert at what he is doing.
3. The boy stumbles over the furrows and sod, following in his father’s wake.

Enrichment: Contemporary Farmer, p. 145

Sample Responses

1. plow, drawn by a team of horses
2. how to take care of his horses, how to plow a straight furrow, when to plant his crops, when to harvest
3. Contemporary farmers need to know about finances (investments, loans, etc.), market conditions, crop, soil, and livestock science, hiring and labor management, and so on.

Selection Test A, p. 146

Critical Reading

- | | | |
|-----------|-----------|-----------------------|
| 1. ANS: A | DIF: Easy | OBJ: Comprehension |
| 2. ANS: C | DIF: Easy | OBJ: Reading Strategy |
| 3. ANS: B | DIF: Easy | OBJ: Comprehension |
| 4. ANS: D | DIF: Easy | OBJ: Interpretation |
| 5. ANS: C | DIF: Easy | OBJ: Reading Strategy |

- | | | |
|------------|-----------|------------------------|
| 6. ANS: B | DIF: Easy | OBJ: Interpretation |
| 7. ANS: D | DIF: Easy | OBJ: Comprehension |
| 8. ANS: C | DIF: Easy | OBJ: Reading Strategy |
| 9. ANS: A | DIF: Easy | OBJ: Literary Analysis |
| 10. ANS: B | DIF: Easy | OBJ: Interpretation |

Vocabulary and Grammar

- | | | |
|------------|-----------|-----------------|
| 11. ANS: C | DIF: Easy | OBJ: Vocabulary |
| 12. ANS: A | DIF: Easy | OBJ: Grammar |

Essay

13. Students may say that it means that parents grow old and end up depending on their children. In another interpretation, students might say that it is the memory of the father that follows after the speaker. He cannot escape these memories, which follow him always.

Difficulty: *Easy*

Objective: *Essay*

14. Students may summarize “Follower” as follows: The speaker’s father was an expert in plowing his farm and the speaker followed along, stumbling and falling in the furrows. Now that the speaker is older, it is his father who follows. “Two Lorries” might be summarized in this way: A young coalman asks the speaker’s mother, asking her to go to a film in Magherafelt. Many years later, another lorry, this one carrying explosives, blows up the bus station there. The event makes the speaker recall meeting his mother at that station. “Outside History” might be summarized as follows: The speaker notes that there are always outsiders. The stars, for example, have always been outsiders because their light happened thousands of years ago. The speaker decides to become involved and become part of the human ordeal.

Difficulty: *Easy*

Objective: *Essay*

Selection Test B, p. 149

Critical Reading

- | | | |
|------------|------------------|------------------------|
| 1. ANS: D | DIF: Easy | OBJ: Comprehension |
| 2. ANS: B | DIF: Average | OBJ: Interpretation |
| 3. ANS: D | DIF: Average | OBJ: Interpretation |
| 4. ANS: C | DIF: Challenging | OBJ: Literary Analysis |
| 5. ANS: A | DIF: Average | OBJ: Reading Strategy |
| 6. ANS: A | DIF: Easy | OBJ: Reading Strategy |
| 7. ANS: B | DIF: Average | OBJ: Comprehension |
| 8. ANS: B | DIF: Easy | OBJ: Interpretation |
| 9. ANS: C | DIF: Average | OBJ: Literary Analysis |
| 10. ANS: D | DIF: Average | OBJ: Literary Analysis |
| 11. ANS: C | DIF: Challenging | OBJ: Reading Strategy |

Vocabulary and Grammar

- | | | |
|------------|--------------|-----------------|
| 12. ANS: A | DIF: Easy | OBJ: Vocabulary |
| 13. ANS: B | DIF: Average | OBJ: Vocabulary |
| 14. ANS: B | DIF: Average | OBJ: Grammar |
| 15. ANS: B | DIF: Average | OBJ: Grammar |

Essay

16. Students should be able to relate to the poem's informal, conversational style well enough to recognize it as such. The storytelling quality and the many concrete nouns add to the friendliness of the poem. The imagery, too, is concrete and accessible. Readers can see the horse, the plow, the strong man working, the young boy stumbling, the rough dirt opened up behind the plow, then the old man following the now-grown boy. Students should be able to recall that alternating lines rhyme in each stanza. The form is traditional four-line stanzas.

Difficulty: Easy

Objective: Essay

17. In "Two Lorries," once the second lorry is introduced, everything in the poem becomes death and ashes. Heaney's image implies that the violence is deceitful—who would expect a lorry to be doing anything but delivering things? He also finds the violence particularly destructive—the only thing that reemerges from the explosion, as it were, is the "driver," who may represent death, violence, or terrorists in general. In "Outside History," Boland refers to "that ordeal" as a darkness that is clogging the roads and rivers with dead bodies. Her feeling that "we are always too late" implies that the violence will go on in spite of efforts to stop it. Students should conclude that Heaney and Boland express similar views on Ireland's troubles.

Difficulty: Average

Objective: Essay

"No Witchcraft for Sale" by Doris Lessing

Vocabulary Warm-up Exercises, p. 153

- A.
1. hundredth
 2. chinks
 3. vigorously
 4. unreasonable
 5. exaggerated
 6. punctures
 7. commotion
 8. inevitable

B. Sample Answers

1. The *scorching* ground burned Amy's feet.
2. Danielle was *irritated* by the screeching of the cats.
3. The identical twin brothers shared many *hereditary* traits.

4. The *flustered* speaker nervously delivered his speech.
5. Percy's face, *distorted* by puffiness and pain, was almost unrecognizable.
6. *Discomfort* from the flu made Carla's afternoon very unpleasant.
7. Pat's *distasteful* duty was to fire his friend from a high-paying job.

Reading Warm-up A, p. 154

Sample Answers

1. a snake can be as friendly as a dog or cat; An *exaggerated* claim I have heard about an advertised product is that a certain toothpaste would give me perfectly white teeth.
2. (a dog or cat); If I heard an unusual *commotion* outside my home at night, I would tell my father about it.
3. (energetically); A house-cleaning job that I might do *vigorously* is vacuuming.
4. to expect that anyone interested in having a snake as a pet will take time to research its needs; *Unreasonable* means "not sensible."
5. it cannot be avoided; One thing in life that is *inevitable* is getting older.
6. (holes); I could patch *chinks* in a wall with spackle.
7. *injuries*; The many *punctures* in the wall showed where the people who lived here before had hung pictures.
8. (ninety-nine); An activity of mine that would not bore me, even after the *hundredth* time I did it, is looking at a sunset.

Reading Warm-up B, p. 155

Sample Answers

1. summer; My favorite activity on a *scorching* day is swimming.
2. (stupidity); *Hereditary* means "passed on from parents to their children."
3. provoked; Something a friend once did that *irritated* me was constantly cracking his knuckles.
4. (panic); Once I got *flustered* when I had to give a speech in front of my class.
5. cutting the skin and trying to suck out the venom; Another word for *distasteful* is "unpleasant."
6. pain; Jane's *discomfort* was apparent by the way she was rubbing her shoulder.
7. pain; *Writhing* means "twisting or distorting the body, as in pain."
8. (agony); In the *Lord of the Rings* movies, the distorted faces of the orcs and goblins were horrifyingly ugly.

Literary Analysis: Cultural Conflict, p. 156

Possible Responses

The Farquars' Attitudes

Others could benefit from this medicine.

It would be nice if something good came about because of them.

There is no reason not to share this “miracle” with others.

The Scientist's Attitudes

Perhaps a handful of these native cures are any good; most of them are pure imagination.

There is money to be made if there is any truth in one of these cures or medicines.

Gideon's Attitudes

Knowledge of the medicine belongs to him and his culture.

The British have their own medicine and don't really believe in the efficacy of African medicines.

1. Their feelings about the medicine and the “miracle” were deep and religious. They were uncomfortable when the scientist talked about money.
2. When they ask a servant a question, they expect a prompt and truthful answer. They don't understand Gideon's resistance, especially after explaining what good the medicine could do. They view Gideon as stubborn and selfish.
3. He is skeptical about the usefulness of any of the native African medicines or cures about which amazing stories were told. He *assumes* that Gideon will not reveal the source of the medicine, which just proves his point about the lack of usefulness of African medicines.

Reading Strategy: Analyze Cultural Differences, p. 157

A. Sample Responses

Farquars: believe white people to be superior to African natives; believe it would be best for Gideon to reveal source of his medicine; are “at home” on their homestead
Farquars and Gideon (in circle intersection): belief in Christian God; devoted to Teddy; shared understanding that the destiny of a white child is different from that of a black child; share some belief in the efficacy of herbal medicines

Gideon: trained by his medicine-man father; conscious of his “place” despite family's affection for him; refuses to reveal source of medicine; is comfortable in bush

B. Possible Response

Without the cultural differences, the story would be about a child's run-in with a poisonous snake. The parents' and the cook's attitudes about the accident and about the cure would be the same. The disagreement over revealing the source of the medicine would not occur. The story could still be engaging, but it would carry much less impact.

Vocabulary Builder, p. 158

A. 1. skeptic; 2. skeptically; 3. skepticism

B. 1. D; 2. B; 3. A; 4. B; 5. C

Grammar and Style: Correct Use of Like and As, p. 159

A. 1. I; 2. I; 3. C; 4. C; 5. I

B. Possible Responses

1. Like other young children, Teddy was thrilled with the speed of his scooter.
2. Mrs. Farquar was horrified, as most other mothers would be, by Teddy's accident with the snake.
3. Teddy treated Gideon's son disrespectfully, as he had probably seen other colonists do.
4. Gideon, like Mrs. Farquar, reacted strongly to Teddy's injury.

Enrichment: Science, p. 162

Sample Responses

1. Inherent risks involve safety and efficacy. Much of the evidence of benefit is anecdotal, and those substances not proven safe can be dangerous. Some may be harmless but expensive, and some may be outright frauds. Laetrile is an example.
2. Whatever the limitations of western science, the controlled study with large groups measured carefully over long periods of time is indispensable.
3. Students may choose whatever position they wish. Those who support payment for alternative medicine will cite its growing efficacy and economy (relative to hospital costs). Those who oppose such payment will cite difficulty of management and lack of proven worth.

Selection Test A, p. 163

Critical Reading

1. ANS: C	DIF: Easy	OBJ: Comprehension
2. ANS: A	DIF: Easy	OBJ: Interpretation
3. ANS: C	DIF: Easy	OBJ: Literary Analysis
4. ANS: B	DIF: Easy	OBJ: Interpretation
5. ANS: D	DIF: Easy	OBJ: Literary Analysis
6. ANS: A	DIF: Easy	OBJ: Comprehension
7. ANS: C	DIF: Easy	OBJ: Comprehension
8. ANS: D	DIF: Easy	OBJ: Reading Strategy
9. ANS: B	DIF: Easy	OBJ: Interpretation
10. ANS: A	DIF: Easy	OBJ: Reading Strategy
11. ANS: C	DIF: Easy	OBJ: Literary Analysis
12. ANS: D	DIF: Easy	OBJ: Comprehension

Vocabulary and Grammar

13. ANS: D	DIF: Easy	OBJ: Vocabulary
14. ANS: B	DIF: Easy	OBJ: Grammar

Essay

15. Students should note that the title refers to Gideon's refusal to identify the secret plant he used to cure Teddy's eyes. His knowledge is considered witchcraft because it is a native practice closely associated with magic. Gideon probably did not share the secret because he felt he would have been selling out his culture.

Difficulty: *Easy*

Objective: *Essay*

16. Students should mention that the scientist was interested in the story because he thought there was a possibility that the native cure might actually work. The scientist doubts that the plant exists but is willing to investigate nonetheless. When Gideon finally hands him a plant, the scientist knows it is not a cure. The episode reinforces his doubt in the usefulness of witchcraft and native cures.

Difficulty: *Easy*

Objective: *Essay*

Selection Test B, p. 166

Critical Reading

- | | | |
|------------|------------------|------------------------|
| 1. ANS: C | DIF: Easy | OBJ: Comprehension |
| 2. ANS: B | DIF: Average | OBJ: Interpretation |
| 3. ANS: A | DIF: Easy | OBJ: Interpretation |
| 4. ANS: A | DIF: Average | OBJ: Literary Analysis |
| 5. ANS: B | DIF: Average | OBJ: Reading Strategy |
| 6. ANS: C | DIF: Average | OBJ: Comprehension |
| 7. ANS: D | DIF: Easy | OBJ: Reading Strategy |
| 8. ANS: B | DIF: Easy | OBJ: Interpretation |
| 9. ANS: B | DIF: Average | OBJ: Reading Strategy |
| 10. ANS: C | DIF: Challenging | OBJ: Literary Analysis |
| 11. ANS: A | DIF: Easy | OBJ: Literary Analysis |
| 12. ANS: B | DIF: Challenging | OBJ: Reading Strategy |

Vocabulary and Grammar

- | | | |
|------------|------------------|-----------------|
| 13. ANS: B | DIF: Easy | OBJ: Vocabulary |
| 14. ANS: D | DIF: Average | OBJ: Vocabulary |
| 15. ANS: C | DIF: Easy | OBJ: Grammar |
| 16. ANS: A | DIF: Challenging | OBJ: Grammar |

Essay

17. Student essays should reflect that they understand the conflict of cultures. The Farquars see themselves as masters who run things. Mrs. Farquar rewards Gideon with money, in keeping with his status. Teddy assumes a ruling status after terrorizing a black child. However kind they choose to be, the world is a place they run. Gideon wishes not to run the world but live peacefully in it. His comments on the separate cultures reveal sadness, and he is disappointed but not surprised at Teddy's acts. The fundamental misunderstanding of his

healing art offends him, for the knowledge is not a trick; it is integrally linked to him and his people and he refuses to separate it. Their view is disrespectful to him and they cannot understand.

Difficulty: *Easy*

Objective: *Essay*

18. Gideon cured the child because he cared for him, because it was an emergency, and because he knew he could do so. The motivation was never use of or demonstration of his power. When the Farquars and the scientist ask him how he did it, they are offending him because in so doing they call into question his motivation and his skill. It should be enough that a good thing happened. He has sought no reward. Neither has he anything to prove and is offended to be asked to do so. He is surrounded, he feels, by "yelping dogs," who have little sense of who he is. Under no circumstance will he allow his culture or himself to be invaded and his art taken away.

Difficulty: *Challenging*

Objective: *Essay*

"The Lagoon" by Joseph Conrad

"Araby" by James Joyce

Vocabulary Warm-up Exercises, p. 170

- A.**
1. fascination
 2. discreetly
 3. noiselessly
 4. offensive
 5. somber
 6. fringing
 7. withstand
 8. enchantment

B. Sample Answers

1. If I had two *placid* cats, I do not think they would fight all the time because they would be too peaceful.
2. The senses of smell and sight would be most stimulated by *jasmine*.
3. A *monotonous* song would not be likely to make it to number one because it would be too boring.
4. A *ceaseless* buzzing in my ears would be a good reason to see a doctor because hearing a sound all the time like that might indicate a serious problem.
5. I would not expect people in the middle of *strife* to have dinner together because they would not be friendly.
6. If I swam *energetically*, I would certainly burn a lot of calories.
7. I like to have *periodic* visits with my Aunt Sally every three months or so.
8. A recent *calamity* I heard about in the news was the tsunami in Indonesia.

Reading Warm-up A, p. 171

Sample Answers

1. interest; One thing that holds great *fascination* for me is astronomy.
2. (daze); A story in which *enchantment* plays a part is Cinderella.
3. strung beads
4. (dark); I would wear a *somber* outfit to a funeral.
5. (if Polly dropped it on a hard tile floor); The worst kind of weather my town has had to *withstand* is a hailstorm.
6. that she would tell such an obvious lie to make a sale; They become angry and might speak out against whatever was so *offensive*.
7. silently; It would be important to move *noiselessly* in a library.
8. (tactfully); A time I had to act *discreetly* was when I had to tell my friend she had spinach on her teeth.

Reading Warm-up B, p. 172

Sample Answers

1. calm; This fish was caught in the *placid* waters of Pyramid Lake.
2. (continual); Something that goes on in a *ceaseless* fashion around my home is the chirping of my pet birds.
3. boring; I might pep up an exercise routine that is getting *monotonous* by trying a new activity.
4. (scent), (fragrant), (growing outside the hotel window), (perfume); Hotel owners would want to have jasmine around because it is so pretty and smells so good.
5. (hike); People usually practice sports *energetically* at school.
6. happen with some regularity; Birthdays are a *periodic* event that families often celebrate together.
7. disaster; I can help people who have suffered from a natural *calamity* by donating food or clothing.
8. (conflict); My friends are being very nice to each other today in an effort to avoid *strife*.

Literary Analysis: Plot Devices, p. 173

Sample Responses

1. Quotation marks around Arsat's narrative signal the beginning and the end of the story within the story.
2. Arsat's story is occasionally interrupted by observations from the omniscient narrator. The effect is to remind the reader of the present situation—that the two men sit surrounded by darkness and groping with their own inner darkness as well.
3. Arsat's story told on its own would not have the same effect. It conveys deeper meaning within the context of the outside story in which the white man has a history with Arsat and the reader learns what has become of Arsat since his choice.
4. The boy realizes that his desires will never be satisfied.

5. The boy is standing in the empty hall and looking up into the darkness.

Reading Strategy: Picture Action and Situation, p. 174

Possible Responses

1. The white man contemplates the people in his life he has left behind, losses for which he cannot accept responsibility and for which he has not allowed himself to grieve.
2. When he hears his uncle at the door, the boy instantly feels excited because he can now go to the bazaar. When he hears the signs of his uncle's drunkenness, however, his heart sinks. He knows that he will have to wait longer and negotiate for something his uncle had promised earlier.
3. The boy's small frame looks even smaller in the midst of the hall's immense darkness and barrenness. He is overcome by feelings of uncertainty, disappointment, and sadness.

Vocabulary Builder, p. 175

- A.** 1. invincibility; 2. convince; 3. evince
B. 1. C; 2. B; 3. C; 4. A; 5. B; 6. C; 7. B; 8. D; 9. A

Grammar and Style: Adverb Clauses, p. 176

- A.** 1. as he asked, without any words of greeting—"Have you medicine, Tuan?"; composed
2. as if dead; still
3. since the sun of today rose; hears
4. when no friendship is to be despised; had known
5. When we returned to the street; had filled
6. because there would be a retreat that week in her convent; could not go
7. When he was midway through his dinner asked

B. Sample Responses

1. The white man stays with Arsat because he once fought with him in the war.
2. When the others are distracted by the fish hunt, Arsat and his brother kidnap the young woman.
3. The boy feels as if Mangan's sister is a force moving him beyond his control.
4. The boy cannot go to the bazaar until his uncle returns home.

Enrichment: Fine Art, p. 179

Sample Responses

Photographs ("The Lagoon")

1. a river in the jungle; a tropical island
2. the thick jungle foliage; bright beach
3. Jungle is close up, feels like viewer is on the river; the island is distant.
4. Light and shadow sharply contrasted in jungle; the beach is bright in the darker water.

- Jungle creates a claustrophobic mood, hot atmosphere; the island creates eerily isolated mood.
- Perspective and the play of light and shadow have the greatest effect on creating either a claustrophobic or isolated mood.

St. Patrick's Close by Walter Osborne ("Araby")

- a narrow, dingy urban street filled with shabbily-dressed people
- the church steeple
- perspective creates illusion for the viewer of walking down street
- colors are predominantly dark, with only brightness around steeple
- mood combines the beauty of morning with the grimness of the street
- subject matter—the tight, dirty street—and palette play strongest role in creating mood

Selection Test A, p. 180

Critical Reading

- | | | |
|------------|-----------|------------------------|
| 1. ANS: D | DIF: Easy | OBJ: Interpretation |
| 2. ANS: B | DIF: Easy | OBJ: Reading Strategy |
| 3. ANS: C | DIF: Easy | OBJ: Comprehension |
| 4. ANS: C | DIF: Easy | OBJ: Literary Analysis |
| 5. ANS: B | DIF: Easy | OBJ: Comprehension |
| 6. ANS: A | DIF: Easy | OBJ: Literary Analysis |
| 7. ANS: A | DIF: Easy | OBJ: Interpretation |
| 8. ANS: B | DIF: Easy | OBJ: Comprehension |
| 9. ANS: A | DIF: Easy | OBJ: Comprehension |
| 10. ANS: B | DIF: Easy | OBJ: Reading Strategy |
| 11. ANS: D | DIF: Easy | OBJ: Interpretation |
| 12. ANS: C | DIF: Easy | OBJ: Interpretation |

Vocabulary and Grammar

- | | | |
|------------|-----------|-----------------|
| 13. ANS: C | DIF: Easy | OBJ: Vocabulary |
| 14. ANS: A | DIF: Easy | OBJ: Grammar |

Essay

- Students should say that the line means that we are really living in a world of illusions. In the story, Arsat knew exactly what he wanted. He wanted to be with Diamelen, and he was sure of that, even when it meant he must sacrifice his brother's life to get her. When she dies, he sees that all he has done and wanted was an illusion.

Difficulty: *Easy*

Objective: *Essay*

- Students should mention that the narrator is, at first, a joyful young boy who has fun playing with his friends. Then he falls in love, probably for the first time. Events do not work out. He finds nothing to buy Mangan's sis-

ter at Araby. He realizes in the final line how foolish he has been to think his dream of a gift and of pleasing Mangan's sister could be fulfilled.

Difficulty: *Easy*

Objective: *Essay*

Selection Test B, p. 183

Critical Reading

- | | | |
|------------|------------------|------------------------|
| 1. ANS: B | DIF: Average | OBJ: Comprehension |
| 2. ANS: C | DIF: Challenging | OBJ: Interpretation |
| 3. ANS: A | DIF: Average | OBJ: Interpretation |
| 4. ANS: B | DIF: Easy | OBJ: Reading Strategy |
| 5. ANS: A | DIF: Average | OBJ: Comprehension |
| 6. ANS: B | DIF: Average | OBJ: Literary Analysis |
| 7. ANS: C | DIF: Easy | OBJ: Comprehension |
| 8. ANS: C | DIF: Average | OBJ: Reading Strategy |
| 9. ANS: A | DIF: Average | OBJ: Interpretation |
| 10. ANS: D | DIF: Challenging | OBJ: Reading Strategy |
| 11. ANS: A | DIF: Challenging | OBJ: Literary Analysis |
| 12. ANS: A | DIF: Average | OBJ: Literary Analysis |

Vocabulary and Grammar

- | | | |
|------------|------------------|-----------------|
| 13. ANS: A | DIF: Average | OBJ: Vocabulary |
| 14. ANS: C | DIF: Challenging | OBJ: Vocabulary |
| 15. ANS: B | DIF: Average | OBJ: Grammar |
| 16. ANS: B | DIF: Easy | OBJ: Grammar |

Essay

- Students analyzing "The Lagoon" should recognize that the dark and isolated setting of the lagoon provides clues to Arsat's mental state; he has chosen to "live amongst the spirits that haunt the places abandoned by mankind." The dying fire by which Arsat tells his tale symbolizes Arsat's burning passion for Diamelen, a passion that soon fades in the face of Arsat's terrible choice. Students analyzing "Araby" should note that the grim Dublin setting weighs heavily against the boy and his chances to succeed. The boy lives on a "blind," or dead-end street, and by the end of the story he comes to realize that his life is a dead end as well.

Difficulty: *Easy*

Objective: *Essay*

- Students should note that Conrad uses a story within a story and that Joyce uses an epiphany. In analyzing Conrad's plot device, students might explain that placing Arsat's tale within a larger framework provides a meaningful context and allows the reader to make connections between Arsat's inner struggle, which the character articulates, and the white man's inner struggle, which is left unspoken. Students might point out that Joyce's use of epiphany strikes a stronger emotional chord than merely stating a lesson learned or summa-

rising a moral. The boy's sudden, painful revelation conveys anger, humiliation, frustration, and resignation all within a single moment.

Difficulty: *Average*

Objective: *Essay*

"The Lady in the Looking Glass: A Reflection"
by Virginia Woolf

"The First Year of My Life" by Muriel Spark

Vocabulary Warm-up Exercises, p. 187

A. 1. intimacy

2. Oriental

3. cleansed

4. rendezvous

5. sayings

6. pitiless

7. barricade

8. bowels

B. Sample Answers

1. unlimited; The number of grains of sand on the beaches is unlimited.
2. genuineness; The genuineness of the signature on the check was verified.
3. slightest; The slightest smile could be detected on Mona's face.
4. bendable; The gymnast's body was extremely bendable.
5. endlessness; Percy hopes his poetry will assure the endlessness of his fame.
6. understanding; Alma's understanding of the passage is murky at best.
7. delicate; The delicate pattern in the lace was difficult to achieve.

Reading Warm-up A, p. 188

Sample Answers

1. children should be seen and not heard; One of my favorite old *sayings* is "All that glitters is not gold."
2. (clean); Sally *cleansed* her palate by sampling the sherbet between courses.
3. let a child cry for any length of time without trying to make the child clean, comfortable, and happy; *Pitiless* means "without pity; cruel; ruthless."
4. (bladder); Doctors recommend a balanced diet for the health of the *bowels*.
5. so the child cannot leave the area; To keep a dog inside a yard, I might use a fence as a *barricade*.
6. (intricate patterns); My favorite type of *Oriental* food is Japanese sushi.
7. meeting; Recently, I had a *rendezvous* with my friend Jake—we met for a movie.
8. (affection); Jane enjoys the *intimacy* of her friendship with Sheila.

Reading Warm-up B, p. 189

Sample Answers

1. busy; After a *hectic* day, I relax by reading a magazine.
2. (gardening schedule); A *flexible* schedule is easier to live with than a rigid schedule because it allows for unusual events that may occur.
3. understanding; One way to study that aids in *comprehension* is to ask yourself questions about the text as you read it.
4. (barely noticeable); This stew has the *subtlest* hint of rosemary as flavoring.
5. so numerous; *Infinite* means "having no limits; endless or boundless."
6. guarantees; If I doubted the *authenticity* of a signature, I might check it against one that I knew was genuine.
7. (extremely beautiful); My mother's ruby ring is *exquisite*.
8. (forever); Shakespeare achieved a kind of *immortality* when he wrote his plays.

Literary Analysis: Point of View—Modern Experiments, p. 190

Sample Responses

1. One stream-of-consciousness passage begins with "One must put oneself in her shoes" and ends with "But one was tired of the things that she talked about at dinner." The narrator begins with a figurative saying, addresses its literal meaning, and from there speculates about Isabella's actions and thoughts.
2. Although the narrator bases her information about Isabella on the items in Isabella's room, her impressions have no real basis in reality. They are all imagination and speculation until Isabella appears before the looking glass.
3. Woolf might have chosen this type of narrator to comment on the unreliability of appearance when searching for meaning.
4. The narrator is super-omniscient, claiming not only to remember everything from the moment of her birth but also to have known everything that was going on in the world, including the thoughts of any given person.
5. The narrator's observations create a brisk, amused tone that contrasts with the grim reality of World War I.
6. This narrator allows Spark to comment on the atrocities of war without sounding didactic. This point of view invites the reader to consider the issue from an ironic perspective.

Reading Strategy: Question, p. 191

Possible Responses

1. Question: Why would these inanimate objects know more about Isabella?; Answer: Because they observe her when she doesn't think she's being observed.
2. Question: Why does Woolf use the word *acid*?; Answer: Because it implies stripping to the bone, or the truth, of a person.

3. Question: Why does the narrator think the song is silly?; Answer: Because on her other “frequencies,” she is tuning in to the war’s mass destruction.
4. Question: Why is it “essential to know the worst”?; Answer: Because the atrocities on the Western Front have the most impact on the human consciousness to which the narrator is attuned.

Vocabulary Builder, p. 192

- A.** 1. translucent; 2. transom; 3. transmutation;
4. transatlantic
- B.** 1. E; 2. A; 3. G; 4. B; 5. C; 6. H; 7. F; 8. D

Grammar and Style: Subject-Verb Agreement in Inverted Sentences, p. 193

- A.** 1. Here are a letter and an invitation delivered by the postman.
2. There was a suggestion of depth and intelligence in the occupant’s room.
3. In the end, there are no interesting thoughts in Isabella’s brain.
4. There were many soldiers scarred and killed by poisonous gas during the war.
5. In this anthology are poems by Wilfred Owen and Alan Seegar.
6. Here is an interesting theory on infant development.

B. Sample Response

The first birthday party I recall is my fourth. There were red balloons, red and white streamers, and brightly colored party hats. There was a clown performing magic tricks. In this picture are my mother and father, lighting the four candles on my cake.

Enrichment: Science, p. 196

Sample Responses

1. The reflected image would be of poor quality because the polished metal would not be smooth enough or reflect sufficient light.
2. Improvements such as the use of polished glass and coating with thin metals have increased the quality of reflected images.
3. A reflected image is an illusion in the sense that it presents something as “there” which is actually elsewhere. It does represent reality accurately, however.
4. Literally, the mirror is a decorative and functional object in the woman’s room. Figuratively, the mirror reflects what the viewer—in this case, the narrator—wants to see.
5. The mirror is a fitting metaphor because it gives only a perception of reality, not reality itself and Woolf explores the various ways in which the mind constructs its picture of another person.

Selection Test A, p. 197

Critical Reading

- | | | |
|------------|-----------|------------------------|
| 1. ANS: D | DIF: Easy | OBJ: Reading Strategy |
| 2. ANS: B | DIF: Easy | OBJ: Literary Analysis |
| 3. ANS: A | DIF: Easy | OBJ: Comprehension |
| 4. ANS: C | DIF: Easy | OBJ: Comprehension |
| 5. ANS: A | DIF: Easy | OBJ: Interpretation |
| 6. ANS: D | DIF: Easy | OBJ: Literary Analysis |
| 7. ANS: C | DIF: Easy | OBJ: Comprehension |
| 8. ANS: D | DIF: Easy | OBJ: Interpretation |
| 9. ANS: B | DIF: Easy | OBJ: Reading Strategy |
| 10. ANS: A | DIF: Easy | OBJ: Interpretation |
| 11. ANS: C | DIF: Easy | OBJ: Interpretation |

Vocabulary and Grammar

- | | | |
|------------|-----------|-----------------|
| 12. ANS: D | DIF: Easy | OBJ: Vocabulary |
| 13. ANS: B | DIF: Easy | OBJ: Grammar |

Essay

14. Students should note that readers can conclude that Isabella is an empty, worn-out, dull, and probably lonely old woman. Throughout, the narrator has been comparing the images she sees in Isabella’s room with what she sees in the looking glass, which reveals the truth.

Difficulty: *Easy*

Objective: *Essay*

15. Students should mention that Woolf uses stream-of-consciousness, and the narrative is entirely internal, telling what the narrator thinks from moment to moment. Spark uses an omniscient narrator. The reader learns what the narrator is thinking but is not let in on her moment-to-moment mental processes. Students should explain why they think either experiment was successful.

Difficulty: *Easy*

Objective: *Essay*

Selection Test B, p. 200

Critical Reading

- | | | |
|-----------|------------------|------------------------|
| 1. ANS: B | DIF: Average | OBJ: Interpretation |
| 2. ANS: C | DIF: Easy | OBJ: Reading Strategy |
| 3. ANS: A | DIF: Challenging | OBJ: Literary Analysis |
| 4. ANS: A | DIF: Average | OBJ: Comprehension |
| 5. ANS: D | DIF: Easy | OBJ: Literary Analysis |
| 6. ANS: D | DIF: Average | OBJ: Comprehension |
| 7. ANS: C | DIF: Average | OBJ: Literary Analysis |

8. ANS: B	DIF: Average	OBJ: Interpretation
9. ANS: B	DIF: Challenging	OBJ: Reading Strategy
10. ANS: A	DIF: Average	OBJ: Reading Strategy
11. ANS: C	DIF: Average	OBJ: Interpretation

Vocabulary and Grammar

12. ANS: A	DIF: Average	OBJ: Vocabulary
13. ANS: D	DIF: Average	OBJ: Vocabulary
14. ANS: A	DIF: Average	OBJ: Grammar
15. ANS: B	DIF: Easy	OBJ: Grammar

Essay

16. Most of Woolf's story is consumed with imagination. The narrator wants to determine Isabella's true character and tries to do so by imagining what her belongings reveal about her. However, when Isabella appears in front of the looking glass, the illusion the narrator has created disappears and the reality of Isabella's emptiness is exposed. Spark bases her story on the imaginative supposition that babies are completely omniscient. With this premise, Spark seems to suggest that only imagination can filter the grim reality of war.

Difficulty: *Easy*

Objective: *Essay*

17. Through stream-of-consciousness narration, Woolf forces the reader to question perceptions of reality. For example, the narrator assumes that the "masklike indifference of [Isabella's] face" reveals greater passion. When Isabella is eventually unmasked, the narrator's judgment is exposed as mere fancy. Spark also wants readers to question reality. Her omniscient narrator reduces human activity to two categories—meaningful or irrelevant. What many assume to be meaningful—the baby's development—is irrelevant in the face of the war's horrors. In the end, the reality behind the narrator's smile is not contentment or amusement but contempt for those who cannot accept reality.

Difficulty: *Average*

Objective: *Essay*

"The Rocking-Horse Winner" by D. H. Lawrence "A Shocking Accident" by Graham Greene

Vocabulary Warm-up Exercises, p. 203

- A.** 1. furnishings
2. noiselessly
3. moderately
4. inevitably
5. colleagues
6. distinguished
7. commiseration
8. extraordinarily

B. Sample Answers

1. If someone got credit for something I did, I might make the assertion that I was the one who was responsible for it.
2. In the fall, a maple tree would have brightly colored red and orange leaves; successive seasons would show bare branches, then branches slowly budding with new leaves, and finally branches fully covered with leaves.
3. A dog would react to a shortage of food in its bowl by barking.
4. A potential problem that a family might face at an amusement park would be a lost child.
5. One inspiration I have for an interesting party theme is to come as your favorite fictional character.
6. If I brought a snake into the kitchen, I might hear exclamations of "Cool!" from my little sister and "NOOOOO!" from my mom.
7. A status symbol that led to a frenzy of buying among my friends was a certain video game.
8. If I appeased every demand a child made, the child would get spoiled.

Reading Warm-up A, p. 204

Sample Answers

1. ("big boy" bed) (dresser); *Furnishings* means "furniture or appliances, as for a room."
2. well-groomed; The *distinguished* gentleman gave a rousing speech.
3. (only the best); An animal that jumps *extraordinarily* high is a kangaroo.
4. appeared to be having a meeting in the center of the floor
5. (All) (Every one); One thing that will *inevitably* happen today is that the sun will set.
6. as if an actual horse had been badly recorded; I go to a local department store to buy *moderately* priced clothing.
7. the difficulty of finding a traditional horse; When my great-grandmother died, *commiseration* with a friend comforted me.
8. (snort) (neigh); *Noiselessly*, I tiptoed into my baby brother's room to check on him.

Reading Warm-up B, p. 205

Sample Answers

1. taking a pig for a pet; Once I had a sudden inspiration to go body-surfing in the moonlight.
2. (these animals); *Shortage* means "a lack in the number or amount needed."
3. An idea of mine that could lead to potential profits is offering to walk the dogs of the people in my neighborhood.
4. Four successive generations in my family are represented by people who are still living: my great-grandparents, my grandparents, my parents, and my generation.

5. craze; The sharks seemed to be on a feeding *frenzy*.
6. what wonderful pets they make; If I gave a friend a thoughtful gift, I would expect to hear *exclamations* of gratitude and appreciation.
7. (aggression); If someone pushed in front of me on a line, I would make the *assertion* that he or she should go to the back of the line.
8. (their relentless demands for food); *Appeased* means “satisfied.”

Literary Analysis: Theme and Symbol, p. 207

Possible Responses

1. The rocking horse is an expensive toy. Although it looks like a real horse, it cannot go anywhere; it simply rocks back and forth.
2. The rocking horse symbolizes the futility of materialism. The horse may look good, but it is false and it gets the rider nowhere. The faster Paul rocks, the more frenzied he becomes; his actions harm him rather than help him.
3. This symbol underscores the notion that the pursuit of money is useless and self-destructive.
4. The falling pig that kills Jerome’s father symbolizes the absurdity of life. Many events in life cannot be predicted or prepared for, and death is one of them.

Reading Strategy: Identify With a Character, p. 208

Sample Responses

1. Paul wants to relieve his mother’s anxiety about being lucky and is hurt that she doesn’t believe him or appreciate his actions on her behalf. Like Paul, a reader might resolve to prove himself right.
2. Paul’s anxiety increases. He had hoped that his earnings would alleviate problems, and now he worries that there will never be enough money. In this situation, a reader might wish to escape the house that is the source of such anxiety.
3. Jerome feels embarrassed and isolated from his classmates. Due to circumstances he could not control, he is now an object of ridicule. In this situation, a reader might resolve not to let his feelings show to others.
4. Jerome feels conflicting emotions: he wants to be closer to Sally yet he fears a negative reaction from her. By delaying the story, he increases his own anxiety. A reader might have similar feelings or perhaps would decide to confront the problem directly.

Vocabulary Builder, p. 209

- A.** 1. obscures; 2. object; 3. obstacles
B. 1. A; 2. C; 3. B; 4. C; 5. D; 6. C; 7. B; 8. A; 9. D

Grammar and Style: Subjunctive Mood, p. 210

- A.** 1. were; 2. be; 3. were; 4. were; 5. be; 6. respond

B. Sample Response

In my family, it is important that everyone be focused on a goal. My goal is to become a pilot. If I were older, I could take flying lessons.

Enrichment: Greek Notion of Fate, p. 213

Sample Responses

1. The three goddesses symbolize the idea that people do not actually control what is of most consequence to them—the direction and length of their lives and the moment of their death.
2. Paul’s mother shares this deterministic viewpoint. She tells Paul that “it’s better to be born lucky than rich” and says she was born unlucky.
3. Paul’s fate is to be born to parents who are consumed with money and care little for his well being.
4. Paul attempts to avoid his fate by riding the rocking horse, believing that “the horse could take him where there was luck, if only he forced it.”
5. It is Paul’s fate to live a life ruled by his mother’s unhappiness: riding the horse does not free him from that fate, but ensures that he dies trying to bring in more money for the family.
6. In one sense, Paul’s plan defies the Greek notion of fate; he is determined to find his own luck. In another sense, it is his fate to be destroyed by his parents’ selfish desires.

Selection Test A, p. 214

Critical Reading

1. ANS: C	DIF: Easy	OBJ: Comprehension
2. ANS: A	DIF: Easy	OBJ: Reading Strategy
3. ANS: B	DIF: Easy	OBJ: Interpretation
4. ANS: D	DIF: Easy	OBJ: Comprehension
5. ANS: B	DIF: Easy	OBJ: Literary Analysis
6. ANS: A	DIF: Easy	OBJ: Literary Analysis
7. ANS: C	DIF: Easy	OBJ: Interpretation
8. ANS: D	DIF: Easy	OBJ: Comprehension
9. ANS: C	DIF: Easy	OBJ: Reading Strategy
10. ANS: A	DIF: Easy	OBJ: Comprehension
11. ANS: D	DIF: Easy	OBJ: Reading Strategy
12. ANS: B	DIF: Easy	OBJ: Literary Analysis

Vocabulary and Grammar

13. ANS: A	DIF: Easy	OBJ: Vocabulary
14. ANS: B	DIF: Easy	OBJ: Grammar

Essay

15. Students should understand that Uncle Oscar means that Paul is not well adjusted to life. In a way, he is better off dead than trying to survive in this world. Stu-

dents may or may not agree with this position. They should give reasons to explain their opinions.

Difficulty: *Easy*

Objective: *Essay*

16. Students should note that the problem is that a pig fell from the balcony of a home, hit Jerome's father in the head, and killed him. His father's death is a problem for Jerome because people cannot help laughing when they hear the story. Most students will say that they would feel embarrassed and uncomfortable if they were Jerome.

Difficulty: *Easy*

Objective: *Essay*

Selection Test B, p. 217

Critical Reading

- | | | |
|------------|------------------|------------------------|
| 1. ANS: B | DIF: Average | OBJ: Comprehension |
| 2. ANS: C | DIF: Average | OBJ: Comprehension |
| 3. ANS: D | DIF: Average | OBJ: Literary Analysis |
| 4. ANS: B | DIF: Average | OBJ: Reading Strategy |
| 5. ANS: A | DIF: Average | OBJ: Interpretation |
| 6. ANS: A | DIF: Average | OBJ: Literary Analysis |
| 7. ANS: B | DIF: Easy | OBJ: Comprehension |
| 8. ANS: A | DIF: Easy | OBJ: Interpretation |
| 9. ANS: C | DIF: Average | OBJ: Reading Strategy |
| 10. ANS: C | DIF: Average | OBJ: Literary Analysis |
| 11. ANS: B | DIF: Challenging | OBJ: Reading Strategy |
| 12. ANS: A | DIF: Challenging | OBJ: Interpretation |

Vocabulary and Grammar

- | | | |
|------------|--------------|-----------------|
| 13. ANS: C | DIF: Average | OBJ: Vocabulary |
| 14. ANS: B | DIF: Average | OBJ: Vocabulary |
| 15. ANS: D | DIF: Average | OBJ: Grammar |
| 16. ANS: C | DIF: Easy | OBJ: Grammar |

Essay

17. Paul is deeply affected by his parents' materialism. He senses their anxiety about money and status and assumes the responsibility of resolving it. His anxiety, desire to please, and fierce sense of loyalty make him an easy character to identify with. Jerome, too, is affected by an event beyond his control—the bizarre details of his father's death. The reader seems to feel more sympathy for Jerome because he doesn't view himself as a pitiable person—he thinks the circumstances of his father's death "were still part of the mystery of life." Jerome's main discomfort and unhappiness arise from his inability to view the world as others around him do. The reader hopes that Jerome will find peace or understanding with another person.

Difficulty: *Easy*

Objective: *Essay*

18. Students should identify the rocking horse as the primary symbol in Lawrence's story and realize that it conveys several meanings. For instance, its stationary form symbolizes the futile struggle of materialism; Paul's mother creates a frenzy over money but gets nowhere. Paul's fierce attachment to the rocking horse, even after he outgrows it, echoes his mother's unrealistic attachment to the ideals of wealth and status. Through this symbolism, Lawrence condemns the superficiality of the British elite and highlights the psychological damage wrought by materialism.

Difficulty: *Challenging*

Objective: *Essay*

Benchmark Test 11, p. 220

MULTIPLE CHOICE

1. ANS: B
2. ANS: C
3. ANS: A
4. ANS: D
5. ANS: B
6. ANS: A
7. ANS: D
8. ANS: C
9. ANS: A
10. ANS: C
11. ANS: D
12. ANS: D
13. ANS: A
14. ANS: A
15. ANS: D
16. ANS: B
17. ANS: A
18. ANS: C
19. ANS: D
20. ANS: B
21. ANS: C
22. ANS: A
23. ANS: A
24. ANS: C
25. ANS: D
26. ANS: A
27. ANS: A
28. ANS: C
29. ANS: D

ESSAY

30. Students should clearly identify the problem and give one or more practical suggestions for solving it. They should support their ideas with reasons and examples. To make

their ideas more persuasive, students should take into account the occasion, purpose, and audience, especially if they are producing a speech. They may also use persuasive devices, such as emotional language and parallelism.

31. Students should identify the product and describe it accurately, using vivid sensory language and spatial terms to help readers picture it clearly in their minds. Students should choose appropriate details and diction to convey their feelings about the product. Poems may be free verse or more patterned.
32. Students should clearly state the image, symbol, or theme and cite details from the poem or story to support general statements about it. In the case of a theme, they should logically trace the details that point to the theme and may include their opinions of the theme's validity. In the case of an image or a symbol, they should focus on the effectiveness with which the image or symbol conveys themes, as well as moods or feelings.

Diagnostic Test 12, p. 226

MULTIPLE CHOICE

1. ANS: D
2. ANS: A
3. ANS: C
4. ANS: C
5. ANS: B
6. ANS: A
7. ANS: C
8. ANS: D
9. ANS: B
10. ANS: B
11. ANS: A
12. ANS: D
13. ANS: B
14. ANS: A
15. ANS: B

**“Do Not Go Gentle into That Good Night” and
“Fern Hill” by Dylan Thomas**
“The Horses” and “The Rain Horse”
by Ted Hughes

Vocabulary Warm-up Exercises, p. 230

- A.**
1. unaccustomed
 2. rectangular
 3. barricade
 4. tortuous
 5. blundering
 6. fierce
 7. bombardment
 8. sodden

B. Sample Answers

1. T; If you complete a circuit, you get back to where you started because a circuit is a route that turns back to where it began.
2. F; If you are attentive when someone is speaking, you will probably catch most of what the person says.
3. F; The backdrop is the background, not the foreground.
4. F; Medicines that give instantaneous relief would relieve the suffering of patients.
5. F; After a dry, sunny, hot day, the ground would not be awash—on the contrary, it would be dry.
6. T; A sleepwalker seems to be in a trance.
7. F; One way to show boredom is to yawn and act sleepy.
8. F; If you play variations of a song, you change it each time you play it.

Reading Warm-up A, p. 231

Sample Answers

1. unfamiliar; Tracey was *unaccustomed* to eating in fine restaurants.
2. (winds in and out and up and down); Once I took a ride in a bus on a *tortuous* road—I thought we would drive off the road and over the cliff.
3. angry; One common occurrence in nature that I would describe as *fierce* is a hurricane.
4. (heavy raindrops and maybe even hail); *Bombardment* means “the act of attacking persistently.”
5. (terrible error); Once I regretted blundering by assuming that Glenda really liked Richard and acting as if they were already a couple.
6. picnic table; One thing in the classroom that is rectangular is the teacher’s desktop.
7. blocking; In a zoo, the bars of the cages usually act as a barricade between people and animals.
8. (rain-soaked); I can prevent getting sodden shoes if I go walking in the rain by wearing rubber boots.

Reading Warm-up B, p. 232

Sample Answers

1. pasture; A *backdrop* is a background or a setting.
2. (daze); A person in a *trance* might stare straight ahead without seeing.
3. *observant, alert*; Roger was attentive to all of Heather’s moods.
4. (wooden posts and rails) (plain wire secured to wooden posts); Two *variations* of tops I might wear with jeans are T-shirts and sweaters.
5. rain or flooding; A *wash* means “covered or overflowing with water.”
6. Once I suffered from boredom when I had to spend three weeks with my cousin Alfred—all he wanted to do was play computer games.

7. *Instantaneous* means “happening in a moment.”; There was an *instantaneous* explosion.
8. (track); A *circuit* I can walk to get exercise is a loop around a small lake near my house.

Literary Analysis: Voice, p. 233

Sample Responses

Line: “And honored among wagons . . . / And once below a time . . .”; diction; Thomas “piles” images with lots of *and*’s.

Line: “the spellbound horses walking warm / Out of the whinnying green stable”; word choice / diction; the repeated *w* sounds pull the image together and help create a warm, gentle feeling, suitable for the reflection in the poem.

Line: “My wishes raced through the house-high hay”; diction; the repeated *h*’s give a “stacked-up” feeling, like the hay.

Line: “green and golden” (lines 15 and 44); word choice; both of the colors bring up images of youth, freshness, vitality.

Reading Strategy: Judge the Message, p. 234

Possible Responses

“Do Not Go Gentle into That Good Night”

Message: One should fight against dying rather than accepting its inevitability. Judgment: Students may agree, or they may say that accepting death makes it easier, both for the dying and for the survivors.

“Fern Hill”

Message: Childhood is lovely and brief, and we don’t realize it until we are past it. Judgment: Some students may disagree with the poet’s very agreeable image of childhood. Students may state that children do sometimes, at least, recognize the loveliness of childhood, if not its brevity.

“The Horses”

Message: The poet expresses appreciation of and gratitude for a vivid memory in the midst of a life that is now less “vivid” or satisfying. Judgment: Students may be able to relate to this message through a vivid memory of their own, from an earlier time in their lives when they were less responsible, less burdened with school or work or concerns about the future.

Vocabulary Builder, p. 235

A. 1. voluntarism; 2. volition; 3. voluntarily

B. 1. C; 2. B; 3. D; 4. A; 5. B

Grammar and Style: Sentence Beginnings: Adverb Clauses, p. 236

A. Sentences 2 and 4 contain adverb clauses.

6. As he went—modifies *broke*

7. Whenever it seemed to be drawing off— modifies *listened*

B. Sample Responses

1. After he reached the top of the hill, he paused.

2. As if the horse had been waiting, it bore down on him.

Enrichment: Preservation of Wilderness Lands, p. 239

Suggested Response

Students who argue for “using” the land may cite independence from foreign oil and mineral sources as one reason for doing so. Or they may cite support of the growing American population as a reason for logging, pumping, and/or mining. Students who argue for leaving the land untouched may cite wildlife endangerment and extinction statistics, natural beauty, and other ecological reasons. Those who argue for a balance may suggest limited harvest of resources along with preservation of strictly wilderness areas.

Selection Test A, p. 240

Critical Reading

1. ANS: B	DIF: Easy	OBJ: Interpretation
2. ANS: C	DIF: Easy	OBJ: Comprehension
3. ANS: D	DIF: Easy	OBJ: Interpretation
4. ANS: B	DIF: Easy	OBJ: Reading Strategy
5. ANS: C	DIF: Easy	OBJ: Interpretation
6. ANS: A	DIF: Easy	OBJ: Literary Analysis
7. ANS: D	DIF: Easy	OBJ: Literary Analysis
8. ANS: B	DIF: Easy	OBJ: Interpretation
9. ANS: A	DIF: Easy	OBJ: Comprehension
10. ANS: D	DIF: Easy	OBJ: Literary Analysis
11. ANS: A	DIF: Easy	OBJ: Interpretation

Vocabulary and Grammar

12. ANS: C	DIF: Easy	OBJ: Vocabulary
13. ANS: A	DIF: Easy	OBJ: Grammar

Essay

14. Students may or may not agree with the message, but they should give reasons based on their experience and reading that support their judgment.

Difficulty: *Easy*

Objective: *Essay*

15. Students should note that both the narrator’s choice of inappropriate clothing and the horse’s behavior support the theme of the narrator’s loss of a connection to his childhood home and to the natural world. He no longer knows how to dress for a walk in the country. In addition, the horse does not fear or respect the narrator.

Difficulty: *Easy*

Objective: *Essay*

Selection Test B, p. 243

Critical Reading

1. ANS: C	DIF: Easy	OBJ: Comprehension
2. ANS: D	DIF: Challenging	OBJ: Comprehension
3. ANS: D	DIF: Average	OBJ: Reading Strategy

Unit 6 Resources: A Time of Rapid Change

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4. ANS: B	DIF: Average	OBJ: Interpretation
5. ANS: A	DIF: Average	OBJ: Interpretation
6. ANS: D	DIF: Average	OBJ: Interpretation
7. ANS: A	DIF: Challenging	OBJ: Literary Analysis
8. ANS: A	DIF: Easy	OBJ: Comprehension
9. ANS: B	DIF: Average	OBJ: Reading Strategy
10. ANS: A	DIF: Challenging	OBJ: Literary Analysis
11. ANS: D	DIF: Average	OBJ: Comprehension
12. ANS: A	DIF: Average	OBJ: Interpretation

Vocabulary and Grammar

13. ANS: C	DIF: Easy	OBJ: Vocabulary
14. ANS: A	DIF: Average	OBJ: Vocabulary
15. ANS: B	DIF: Easy	OBJ: Grammar

Essay

16. Students should recall that the man's initial response is nothingness, boredom. He had apparently spent time here as a boy hunting rabbits and apparently knew his way around well. As the episode develops with the horse, his anger at the strangeness of the land is transferred to the horse as he tries to outsmart it and get away from it. Students may conclude that the horse *did* appear on this day and serves as a symbol or sign that the man no longer "belongs" there. Other students may argue that the incident with the horse happened twelve years ago and the man simply relives the whole thing, including the final scene in the farmer's shed. Or, perhaps because of his long absence and detachment from the land, the man had *never* met a horse in that field, and he imagined the whole thing, again symbolizing that he no longer belonged.

Difficulty: *Easy*

Objective: *Essay*

17. In "Do Not Go Gentle," Thomas urges resistance to dying. People should not accept death willingly but should fight against it. In "Fern Hill," Thomas expresses a fondness for childhood as a "green and golden" time. He also expresses regret at its passing. Students may or may not accept Thomas's attitudes about the "golden" nature of childhood, citing lack of similar "natural" or pleasurable, free experiences such as Thomas describes. Students may agree or disagree with Thomas's attitudes toward death. Students should focus on the attitude of the *dying* toward death, not of the survivors.

Difficulty: *Average*

Objective: *Essay*

"An Arundel Tomb" and "The Explosion"

by Philip Larkin

"On the Patio" by Peter Redgrove

"Not Waving but Drowning" by Stevie Smith

Vocabulary Warm-up Exercises, p. 247

- A.**
1. trough
 2. moaning
 3. comfort
 4. blurred
 5. vaguely
 6. persisted
 7. lodged
 8. prolong

B. Sample Answers

1. F; If you see someone *dart* out into the street, that person is moving quickly.
2. T; I could make *pellets* out of snow because pellets are small, round balls.
3. T; A *tremor* in the earth signals shaking and is a sign of an earthquake.
4. F; It would not be *absurd* to expect a thank-you note for a gift—it would be reasonable.
5. F; You could not ride down a mountain trail on a *stationary* bike because a stationary bike does not move.
6. F; People who dance *rigidly* are the opposite of graceful and fluid in their movements.
7. T; If you blow up a balloon too much, you are sure to see an *explosion*.
8. F; If you *damage* a painting, it goes down in value.

Reading Warm-up A, p. 248

Sample Answers

1. refusing to give it up; One activity in which I have *persisted* is gymnastics.
2. (the ditch beside the road); A *trough* is a long, narrow depression, such as a ditch or a wheel rut.
3. large farm equipment operating in the fields; *Moaning* is a long, low sound like the one people make when they are in pain or very sad.
4. (pebbles); Marisol lodged a rock under the door to keep it from closing and locking behind her.
5. the passing miles; A word that means about the same as *vaguely* would be *unclearly*.
6. (her ride); People usually want to *prolong* anything that is enjoyable, such as a celebration.

7. age and weather; Jiggling the camera when taking a picture might cause a photograph to be *blurred*.
8. she had a cell phone in her pocket and could call for help if she needed to; A lost person might take *comfort* in having a map or seeing people nearby who might be able to help.

Reading Warm-up B, p. 249

Sample Answers

1. morning exercises; *Stationary* means “unmoving.”
2. (in a hurry); Look at the children *dart* from one side of the playground to the other!
3. movement; One thing that might cause you to feel a *tremor* in the ground is an earthquake.
4. (unreasonable); An *absurd* childhood fear is thinking there are monsters under the bed.
5. no explosion of any kind had ever taken place; An *explosion* is a sudden blowing up or bursting of something.
6. harm; One time I accidentally did some *damage* to a camera by leaving it out in the rain.
7. (small, round pebbles); *Pellets* of hail landed on the patio.
8. he never changed his attitude; A word that means the opposite of *rigidly* is *flexibly*.

Literary Analysis: Free Verse and Meter, p. 250

Possible Responses

1. The first line of the poem starts out in trochees instead of iambs, and is half a foot short. The meter of the first phrase emphasizes the words “side by side.”
2. Scärfed as in a héat-haze, dimmed. Line 15 is in trochees, but is half a foot short. It emphasizes the fact that something unnatural has happened; something has thrown things out of kilter, even if just “for a second,” as stated in line 14.

Reading Strategy: Read in Sentences, p. 251

A. Stanzas 4–7 of “An Arundel Tomb”

Sentence 1: They would not guess how early in their supine stationary voyage the air would change to soundless damage, turn the old tenantry away; how soon succeeding eyes begin to look, not read.

Sentence 2: Rigidly they persisted, linked, through lengths and breadths of time.

Sentence 3: Snow fell, undated.

Sentence 4: Light each summer thronged the glass.

Sentence 5: A bright litter of birdcalls strewed the same bone-riddled ground.

Sentence 6: And up the paths the endless altered people came, washing at their identity.

Sentence 7: Now, helpless in the hollow of an unarmorial age, a trough of smoke in slow suspended skeins above their scrap of history, only an attitude remains: Time has transfigured them into untruth.

Sentence 8: The stone fidelity they hardly meant has come to be their final blazon, and to prove our almost-instinct almost true: What will survive of us is love.

B. Suggested Responses

With the stanzas written out in narrative form, students may need to be cautioned about reading too quickly. Emphasize the need to find meaning in the lines, not to get to the end of the sentence.

Vocabulary Builder, p. 252

A. 1. A; 2. C; 3. B

B. 1. fidelity; 2. effigy; 3. larking; 4. supine

C. 1. C; 2. D; 3. D; 4. A

Grammar and Style: Sequence of Tenses, p. 253

A. 1. present perfect; 2. present; 3. past

B. Sample Responses

1. I had read the novel before the movie version came out.
2. In the morning I dress before I eat my breakfast.
3. Yesterday, however, I altered my routine and ate breakfast first.

Enrichment: Social Studies, p. 256

Sample Responses

1. The family might feel grateful for decades of steady work and a steady source of income. They might also feel resentful because of the difficulty and danger of the work and the fact that it probably paid relatively little.
2. The technological advances that were being made at the time included some improvements in mining conditions. In addition, the boom probably increased wages somewhat, and the increase in jobs must have been attractive to workers.
3. Most people were utterly dependent on the mines for their livelihoods. They likely had few other skills and no money to move and begin life somewhere else. With the majority of the population affected by the decrease in mining activity, there would have been few community resources to aid those who were left penniless once the mines shut down.

Selection Test A, p. 257

Critical Reading

1. ANS: D	DIF: Easy	OBJ: Comprehension
2. ANS: A	DIF: Easy	OBJ: Reading Strategy
3. ANS: B	DIF: Easy	OBJ: Literary Analysis
4. ANS: C	DIF: Easy	OBJ: Comprehension
5. ANS: D	DIF: Easy	OBJ: Interpretation
6. ANS: C	DIF: Easy	OBJ: Literary Analysis
7. ANS: A	DIF: Easy	OBJ: Interpretation
8. ANS: D	DIF: Easy	OBJ: Reading Strategy
9. ANS: D	DIF: Easy	OBJ: Interpretation

Vocabulary and Grammar

- | | | |
|------------|-----------|-----------------|
| 10. ANS: D | DIF: Easy | OBJ: Vocabulary |
| 11. ANS: A | DIF: Easy | OBJ: Grammar |

Essay

12. Students should mention that “On the Patio” is about a thunderstorm and a downpour. The speaker watches as the rain pours down, filling a wineglass left on a rusty steel table. The surprise is the speaker’s act of darting out onto the patio, drinking the glass empty, and then putting it back, waiting for it fill again.

Difficulty: *Easy*

Objective: *Essay*

13. Students should mention that the message of the poem is that the dead man, and possibly most people, found life cold and threatening and always a little too difficult. In saying “I was much too far out all my life / And not waving but drowning,” he says he was alone and his actions were the actions of someone desperate.

Difficulty: *Easy*

Objective: *Essay*

Selection Test B, p. 260

Critical Reading

- | | | |
|------------|------------------|------------------------|
| 1. ANS: D | DIF: Easy | OBJ: Comprehension |
| 2. ANS: D | DIF: Easy | OBJ: Reading Strategy |
| 3. ANS: A | DIF: Challenging | OBJ: Literary Analysis |
| 4. ANS: A | DIF: Average | OBJ: Comprehension |
| 5. ANS: B | DIF: Average | OBJ: Interpretation |
| 6. ANS: C | DIF: Average | OBJ: Literary Analysis |
| 7. ANS: D | DIF: Challenging | OBJ: Literary Analysis |
| 8. ANS: B | DIF: Easy | OBJ: Comprehension |
| 9. ANS: A | DIF: Average | OBJ: Interpretation |
| 10. ANS: C | DIF: Easy | OBJ: Comprehension |
| 11. ANS: D | DIF: Average | OBJ: Interpretation |
| 12. ANS: B | DIF: Easy | OBJ: Interpretation |

Vocabulary and Grammar

- | | | |
|------------|--------------|-----------------|
| 13. ANS: D | DIF: Easy | OBJ: Vocabulary |
| 14. ANS: B | DIF: Average | OBJ: Vocabulary |
| 15. ANS: C | DIF: Average | OBJ: Grammar |
| 16. ANS: D | DIF: Average | OBJ: Grammar |

Essay

17. Students should recognize that the central idea of the poem is that this person has felt like an outsider all his life. He has felt “much too far” outside the company of other people and has been waving to try to get their attention. They didn’t notice, just as they didn’t notice

him waving when he was out in the water. “They” in the poem talk about the dead man as if he weren’t there; they apparently ignored him when he was alive as well. The use of first person for the dead man’s thoughts makes readers feel closer to him than to the other persons and makes them sympathize with the dead man.

Difficulty: *Easy*

Objective: *Essay*

18. Students should recognize that the central visual image is the effigy on the tomb of an earl and a countess. Most importantly, the effigy shows the earl fondly holding the countess’s hand. The speaker reveals this, at the end of the second stanza, with apparent surprise, as if he is sharing his initial discovery of the fact with readers. The speaker feels that this small detail, created by a sculptor, is the only detail that later generations will notice. He says the gesture, the “fidelity” is an untruth, preserved by the sculptor, but latched onto by viewers as truth because they want to believe that love survives.

Difficulty: *Average*

Objective: *Essay*

“B. Wordsworth” by V. S. Naipaul

Vocabulary Warm-up Exercises, p. 264

A. 1. botanical

2. particularly
3. constellation
4. existed
5. tragedy
6. poet
7. poetry
8. rate

B. Sample Answers

1. F; A visitor would expect to hear *calypso* in the West Indies, not Alaska.
2. F; *Humanity* includes all the human beings, not all the living things.
3. F; A *hospitable* host at a party would make a guest feel very welcome, not uncomfortable.
4. T; If I hoped to get a bargain, I would certainly *negotiate* terms with the seller.
5. T; Parents and grandparents often want to attend the *rite* of graduation because it is an important step in the child’s life.
6. T; Because a *mango* is a tropical fruit, it is often used to flavor sherbets.
7. F; You could not put a whole *coconut* on a toothpick because it is much too big for that and its shell is too hard.
8. F; A person who arrives *punctually* at a bus station would not miss the bus because he or she would be on time.

Reading Warm-up A, p. 265

Sample Answers

1. (William Wordsworth); What I like best about Edgar Allan Poe, my favorite *poet*, is his use of rhythm and repetition.
2. simplifying its language and style; One thing I enjoy about *poetry* is its imaginative use of language.
3. ("I Wandered Lonely as a Cloud"); *Particularly* means "especially."
4. stars; One *constellation* is Orion.
5. (flowers); In a local *botanical* garden, I might find blue-bonnets, yucca, and orchids.
6. He became an orphan at age thirteen.; It seemed like a *tragedy* when Helen left home, but it turned out for the better.
7. (sat by the fire, occasionally reciting lines from her brother's poetry); An animal that *existed* in the past but is now extinct is the dodo bird.
8. producing 70,000 lines of poetry; At a *rate* of four miles an hour, I could walk eight miles in two hours.

Reading Warm-up B, p. 266

Sample Answers

1. friendly; A *hospitable* gesture that make guests feel comfortable is offering them a seat.
2. (celebration and fun); One *rite* in which high school seniors usually participate is going to the prom.
3. (songs); Les could tell from the style of the music that the song was a *calypso*.
4. people; A *discovery* that benefited all of humanity was penicillin.
5. (bargain); I might *negotiate* prices at a garage sale by offering less than the asking price and then haggling until we reach an agreement.
6. late; To arrive *punctually* at school, I leave home at 7:45 in the morning.
7. tropical fruit; Marla picked a ripe *mango* from the tree in the yard.
8. (palm tree); A food that has *coconut* as an ingredient is macaroons.

Literary Analysis: First-Person Narrator, p. 267

1. yes
2. no; I could tell B. Wordsworth was glad to see me.
3. no; My mother was angry with me for coming home late from school and asked me where I'd been.
4. yes
5. no; B. Wordsworth told me a story about a girl poet and a boy poet.
6. no; B. Wordsworth and I took long walks through the parks and along the waterfront.

Reading Strategy: Respond to Character, p. 268

Possible Responses

For each character—B. Wordsworth and the narrator—students must note three events and each character's behavior, words, and qualities expressed as they experience this event. Students must explain their response to each character/event. For example, students may note B. Wordsworth's request to "watch bees," and note their response to him as an odd, yet interesting character.

Vocabulary Builder, p. 269

- A.** 1. patroness; 2. patronizing; 3. patronage; 4. patronize
B. 1. C; 2. D; 3. A; 4. B
C. 1. distill; 2. rogue; 3. keenly; 4. patronize

Grammar and Style: Pronoun Case in Compound Construction, p. 270

- A.** 1. I; 2. he; 3. he
B. 1. Mr. Wordsworth and *he* take long walks together.
2. *They* live on the same street.
3. The relationship between the narrator and *her* is not loving.

Enrichment: Astronomer, p. 273

Sample Responses

1. mathematics, science, physics
2. Astronomers now use sophisticated electronic (CCDS) equipment to record their observations rather than relying on optical devices alone.
3. An astronomer needs to interpret and explain his/her observations for other scientists and laypeople.
4. The field of astronomy connects us to the larger universe by attempting to expand our knowledge of it.

Selection Test A, p. 274

Critical Reading

- | | | |
|------------|-----------|------------------------|
| 1. ANS: C | DIF: Easy | OBJ: Literary Analysis |
| 2. ANS: A | DIF: Easy | OBJ: Literary Analysis |
| 3. ANS: B | DIF: Easy | OBJ: Comprehension |
| 4. ANS: C | DIF: Easy | OBJ: Comprehension |
| 5. ANS: D | DIF: Easy | OBJ: Interpretation |
| 6. ANS: A | DIF: Easy | OBJ: Interpretation |
| 7. ANS: D | DIF: Easy | OBJ: Interpretation |
| 8. ANS: C | DIF: Easy | OBJ: Reading Strategy |
| 9. ANS: A | DIF: Easy | OBJ: Interpretation |
| 10. ANS: B | DIF: Easy | OBJ: Reading Strategy |
| 11. ANS: D | DIF: Easy | OBJ: Interpretation |
| 12. ANS: C | DIF: Easy | OBJ: Comprehension |

Vocabulary and Grammar

13. ANS: A DIF: Easy OBJ: Vocabulary
14. ANS: A DIF: Easy OBJ: Grammar

Essay

15. Students should realize that the narrator would not use the word *I* or share his or her feelings and thoughts with the reader. Students might say their response to the boy would change because he would no longer be speaking directly to them. Their response to B. Wordsworth would not change because his character is already described in the third person.

Difficulty: *Easy*

Objective: *Essay*

16. Students should note that the boy cries because he cares about B. Wordsworth, knows he is dying, and knows also that he will never see B. Wordsworth again. He cries like a poet because he has developed a sensitive nature and sees the tragedy and sadness in life and, in particular, in B. Wordsworth's life. The boy understands or senses this sadness, which is why he cries.

Difficulty: *Easy*

Objective: *Essay*

Selection Test B, p. 277

Critical Reading

1. ANS: A DIF: Easy OBJ: Comprehension
2. ANS: C DIF: Average OBJ: Interpretation
3. ANS: D DIF: Easy OBJ: Comprehension
4. ANS: C DIF: Easy OBJ: Reading Strategy
5. ANS: B DIF: Average OBJ: Interpretation
6. ANS: A DIF: Average OBJ: Literary Analysis
7. ANS: C DIF: Challenging OBJ: Literary Analysis
8. ANS: A DIF: Average OBJ: Interpretation
9. ANS: B DIF: Challenging OBJ: Reading Strategy
10. ANS: C DIF: Average OBJ: Interpretation
11. ANS: D DIF: Average OBJ: Reading Strategy
12. ANS: C DIF: Challenging OBJ: Literary Analysis

Vocabulary and Grammar

13. ANS: B DIF: Easy OBJ: Vocabulary
14. ANS: C DIF: Average OBJ: Vocabulary
15. ANS: D DIF: Average OBJ: Grammar
16. ANS: A DIF: Challenging OBJ: Grammar

Essay

17. Students may note any number of events or details to show the narrator's response to Wordsworth, including the fact that he is comforted by the poet, his desire to see the poet again, and his sadness as the poet ages. Students should conclude that the narrator is full of

affection for the poet and is quite impressed by his personality and by what he says.

Difficulty: *Easy*

Objective: *Essay*

18. Students should note that if "B. Wordsworth" were written from an omniscient point of view, information about specific characters and events would not be limited. For example, an omniscient narrator would relate what other characters, specifically B. Wordsworth, see, hear, think, imagine, and assume. Students will probably conclude, however, that the story is effectively written in first person because, through the wondering and thoughtful mind of the young narrator, the reader empathizes with his experience, from which he grows.

Difficulty: *Average*

Objective: *Essay*

"The Train from Rhodesia" by Nadine Gordimer

Vocabulary Warm-up Exercises, p. 281

- A. 1. careered
2. oneself
3. coordinated
4. sinews
5. compartments
6. associated
7. incredulous
8. bargaining

B. Sample Answers

1. F; An imprint of a hand in wet cement will show when the cement dries.
2. T; Readiness for kindergarten would include not only familiarity with the alphabet, but also knowledge of basic shapes and colors.
3. F; Dreams that recur are dreams that you have over and over again.
4. T; Earthquake preparedness would include having a supply of water and some food.
5. F; Dwindling supplies are supplies that are getting used up.
6. F; A chalet is a Swiss house with wide eaves.
7. T; Interrogating means "asking questions," so the interrogator would be looking for answers.
8. F; Rhythmical music is easy to dance to because of the repeated beat.

Reading Warm-up A, p. 282

Sample Answers

1. one; Belief in oneself is necessary for success.
2. may not believe that train travel can be comfortable; *Incredulous* means "feeling or having doubt or disbelief."
3. muscles, bones; Another word for *sinews* is *tendons*.

- (sleeping); *Compartments* might be useful in a kitchen drawer because they would make it easy to keep different kinds of utensils together.
- aches and pains; The foods usually *associated* with Thanksgiving are turkey, mashed potatoes, gravy, cranberry sauce, and pumpkin pie.
- (work together); One game in which *coordinated* effort is necessary in order to win is football.
- (negotiate); I once used *bargaining* as a tool to get a better price on a skateboard at a flea market.
- moved at great speed; I once saw a horse that *careered* down a country road, and the rider could barely control him.

Reading Warm-up B, p. 283

Sample Answers

- wood and a carving tool; *Readiness* for college includes mastery of one's high school courses.
- (a pattern, graphite paper, and protection for your fingers); Some first-aid *preparedness* that you should bring along on a hike include bandages, sunscreen, and snake-bite medicine.
- (repeatedly); Two events that *recur* in my daily schedule are lunch at 12:30 and English at 2:00.
- Swiss . . . decorative details and wide eaves; We stayed in a Swiss *chalet* for two nights.
- by tracing it on graphite paper; *Imprint* means "a mark made by printing, stamping, or pressing."
- which way the grain should go; If I were *interrogating* an instructor in an art class, I would ask where I can get quality art supplies.
- in a repeated pattern; One sport in which I would use *rhythmical* movements is swimming.
- carve . . . cutting and rubbing it; *decreasing*, *diminishing*

Literary Analysis: Conflict and Theme, p. 284

Sample Responses

- The character's inner struggle with reality and unreality, symbolized by her husband and carved animals and baskets, dramatizes the conflict between the realities of two cultures—non-African and African—and how each is out of place when put in the other.
- The character's dawning awareness of the conflict is dramatized in her "seeing something different" when looking at the lion.
- The husband's success at buying the lion for a cheap amount and degrading the artist by not taking it decently, dramatizes the colonization of Africa and Africans by exploitive Europeans.

Reading Strategy: Read Between the Lines, p. 285

Suggested Response

For each event students identify in the first column, they must explain the meaning or significance of in the second

column. For example, students may record the incident of the lion's mouth "opened in an endless roar too terrible to be heard." By reading between the lines, students may determine that the lion's roar is the cry of native Africans, grieving their loss of independence and dignity.

Vocabulary Builder, p. 286

A. 1. amoral; 2. atonal; 3. atypical

B. 1. C; 2. A; 3. E; 4. B; 5. D

C. Sample Responses

- Her memories of the incident were impressionistic.
- After long hours on the train, he felt his muscles begin to atrophy.
- The suitcase fell, splaying its contents across the corridor.
- The journey was more restful because it was segmented.
- Her face sagged, elongated by fatigue.

Grammar and Style: Absolute Phrases, p. 287

- A.** 1. the stiff wooden legs sticking up in the air
2. Joints not yet coordinated
3. the wonderful ruff of fur facing her
4. his hands hanging at his sides.
5. her face slumped in her hand

B. Possible Responses

- The train, a sleek black machine humming with life, pulled into the station.
- The piccanins and dogs circling her, the young woman stood on the platform.
- The stationmaster rang the bell, an urgent call heeded by the waiting passengers.

Enrichment: Social Studies, p. 290

1. C; 2. A; 3. C

Selection Test A, p. 291

Critical Reading

1. ANS: A	DIF: Easy	OBJ: Reading Strategy
2. ANS: A	DIF: Easy	OBJ: Comprehension
3. ANS: B	DIF: Easy	OBJ: Reading Strategy
4. ANS: B	DIF: Easy	OBJ: Comprehension
5. ANS: C	DIF: Easy	OBJ: Comprehension
6. ANS: C	DIF: Easy	OBJ: Literary Analysis
7. ANS: D	DIF: Easy	OBJ: Comprehension
8. ANS: B	DIF: Easy	OBJ: Interpretation
9. ANS: D	DIF: Easy	OBJ: Reading Strategy
10. ANS: D	DIF: Easy	OBJ: Literary Analysis
11. ANS: D	DIF: Easy	OBJ: Interpretation

Vocabulary and Grammar

12. ANS: B DIF: Easy OBJ: Vocabulary
13. ANS: D DIF: Easy OBJ: Grammar

Essay

14. Students should understand that the young wife is angry because she is confused and probably feeling guilty. She sees the poverty of the local people and feels wealthy in comparison. She feels that her husband has taken advantage of the old man.

Difficulty: *Easy*

Objective: *Essay*

15. Students may say that the old man was taken advantage of because he is desperate, taking what he could get only as a last resort and knowing his carving was worth more. Other students may point out that he is smiling and that bargaining was part of the marketing culture at the station.

Difficulty: *Easy*

Objective: *Essay*

Selection Test B, p. 294

Critical Reading

1. ANS: A DIF: Average OBJ: Comprehension
2. ANS: B DIF: Average OBJ: Literary Analysis
3. ANS: D DIF: Easy OBJ: Comprehension
4. ANS: B DIF: Average OBJ: Literary Analysis
5. ANS: C DIF: Challenging OBJ: Interpretation
6. ANS: C DIF: Average OBJ: Reading Strategy
7. ANS: B DIF: Challenging OBJ: Reading Strategy
8. ANS: D DIF: Challenging OBJ: Interpretation
9. ANS: B DIF: Average OBJ: Comprehension
10. ANS: C DIF: Challenging OBJ: Reading Strategy
11. ANS: A DIF: Average OBJ: Literary Analysis

Vocabulary and Grammar

12. ANS: B DIF: Easy OBJ: Vocabulary
13. ANS: D DIF: Average OBJ: Vocabulary
14. ANS: A DIF: Average OBJ: Grammar
15. ANS: A DIF: Challenging OBJ: Grammar

Essay

16. Students must understand the train's arrival signals the arrival of wealthy white tourists who provide the townspeople with the money they need for economic survival. Therefore, people gather at the station as if expecting a big event. Students may note that it is due to the colonization of Africa that Africans, at the time of this story, are no longer economically independent. By selling their handmade crafts and begging, native South

Africans show their desperate dependence upon whites for economic survival.

Difficulty: *Easy*

Objective: *Essay*

17. Whichever passage students select, they must explain how it highlights the inner conflict felt by the young woman as well as the larger conflict central to the story. Students will most likely select a passage from the story's ending, where these conflicts are directly experienced by the young woman.

Difficulty: *Challenging*

Objective: *Essay*

from *Midsummer, XXIII* and from *Omeros* from *Chapter XXVIII* by Derek Walcott

Vocabulary Warm-up Exercises, p. 298

- A. 1. horizon
2. thatched
3. fronds
4. withered
5. triangular
6. scurry
7. quips
8. ashen

B. Sample Answers

1. Inez was drawn to the *splendor* of the epic oil painting. The *splendor* of the feast set before him was astonishing to William.
2. Ravi wants to *perpetuate* the idea that electric cars are the answer to our energy problems. Toni is working on inventing a *perpetual* motion machine.
3. The *reverberation* of the bell could be heard a block away. The sound of the crashing glass *reverberated* throughout the house.
4. The cause of the dinosaurs' *extinction* is a mystery. The dodo is an *extinct* bird.
5. "Beware the ides of March," was a *prophetic* warning given to Julius Caesar. The man claimed to be a *prophet*, but nothing he said ever came true.
6. The children *seethe* with excitement when they go to the amusement park. Stay away from Michael—he's *seething* with anger.
7. The sun *radiated* in all directions, heating the atmosphere of the nearby planets. The bride looked *radiant*, joy beaming from her face.

Reading Warm-up A, p. 299

Sample Answers

1. witty remarks; Betsy could not keep up with all the clever *quips* of the witty guest.
2. (ran); *Scurry* means "the act of running quickly or hastily."
3. dry and lifeless; When a plant has *withered*, you can water it and give it some fertilizer.

4. (fronds of palm trees); You would be unlikely to find a *thatched* hut in a place with little plant life, like a desert or the tundra.
5. (palm trees); The *fronds* waved gently in the breeze.
6. the fin of a shark; A sailboat's sails are *triangular*.
7. (west); The *horizon* is "the line where the earth and the sky seem to meet."
8. pale gray; An experience that might give me an *ashen* face would be a frightening one, like riding a roller coaster.

Reading Warm-up B, p. 300

Sample Answers

1. magnificence; Marybeth was overwhelmed by the *splendor* of the castle.
2. (bubbling over with the excitement); Ted will just *seethe* with anger when he finds out about his car.
3. it came true; A statement someone once said to me that turned out to be *prophetic* was that I would win the swim meet.
4. (joy); Heat *radiated* in all directions from the space heater.
5. echoing; Once I heard a *reverberation* of thunder that lasted for a good fifteen seconds.
6. (the display); *Muttering* is what people are doing when they mumble in a low voice, making it difficult to tell what they are saying.
7. a universal appreciation for her favorite painter; One idea I would like to *perpetuate* is the importance of recycling as much of our trash as possible.
8. (end); *Extinction* means "the condition of no longer existing."

Literary Analysis: Theme and Context, p. 301

Sample Responses

1. *Midsummer*; roar of a Brixton riot tunneled by water hoses; die for the sun; leaf stems tug at their chains . . . nearer to apartheid; "But the blacks can't do Shakespeare"; Their thick skulls bled with rancor . . . the Moor's eclipse; Calibans howled; barred streets burning.
Omeros: leg irons; chains; ashen ancestors; scorching decks; tubers withered; dried fronds; curved spines; dead palms were heaved overside, the ribbed corpses floated; burnt branches; crooked fingers; waiter; lances; ruin; suntraction; the hold's iron door rolled over their eyes; bolt rammed home its echo; there went Ashanti . . . brother. The context reflects the colonial history of the Caribbean region.
2. In English society, the privileged are unnaturally separated from (yet, perhaps ironically, respected by) working-class people.

Reading Strategy: Apply Background Information, p. 302

Possible Responses

1. Walcott is a playwright as well as a poet, and a person of color who was in England in 1981; The word "color" here likely means racial integration or diversity, as well as character or tone.
2. A *griot* is a West-African shaman; Walcott's heritage as well as his interest in it probably lead him to employ the authentic term for a speaker of this section of the poem.
3. James Berry, who spent his childhood in Jamaica, now lives in England; Berry's creates a character speaking with the sounds he knew in childhood to make a sensitive observation of day-to-day English life—where the personal life of royalty never leaves the papers.

Vocabulary Builder, p. 303

- A.** 1. D; 2. E; 3. B; 4. A; 5. C
B. 1. B; 2. C; 3. A; 4. D

Grammar and Style: Commonly Confused Words: *Affect* and *Effect*, p. 304

- A.** 1. C; 2. I; 3. I; 4. C
B. Possible Responses
1. The effect of *Omeros* is to make the reader feel as if he or she were on a slave ship.
 2. Walcott had hoped to effect an increased diversity in Shakespearean theater in England.

Enrichment: Social Studies, p. 307

Possible Responses

1. The world pays attention because the British monarchy is the only monarchy of a great world power. Royalty, like other forms of celebrity, fascinates people because of the profound tension between public expectation and private life.
2. Because its role is ceremonial, some see the monarchy as outdated in a modern world. A queen or king can effect no real change in English life. People are fiercely loyal out of patriotism or respect for tradition.

Selection Test A, p. 308

Critical Reading

- | | | |
|-----------|-----------|------------------------|
| 1. ANS: A | DIF: Easy | OBJ: Literary Analysis |
| 2. ANS: D | DIF: Easy | OBJ: Reading Strategy |
| 3. ANS: A | DIF: Easy | OBJ: Literary Analysis |
| 4. ANS: A | DIF: Easy | OBJ: Interpretation |
| 5. ANS: C | DIF: Easy | OBJ: Interpretation |

- | | | |
|------------|-----------|---------------------|
| 6. ANS: D | DIF: Easy | OBJ: Comprehension |
| 7. ANS: A | DIF: Easy | OBJ: Interpretation |
| 8. ANS: D | DIF: Easy | OBJ: Interpretation |
| 9. ANS: C | DIF: Easy | OBJ: Comprehension |
| 10. ANS: B | DIF: Easy | OBJ: Interpretation |

Vocabulary and Grammar

- | | | |
|------------|-----------|-----------------|
| 11. ANS: B | DIF: Easy | OBJ: Vocabulary |
| 12. ANS: B | DIF: Easy | OBJ: Grammar |

Essay

13. Students may conclude that Walcott is deeply involved in West Indians' struggle for equality. They may also observe that he has been fortunate because as an artist, he has not had to face the discrimination that many other West Indians of his ancestry had to face. He also mentions that his white heritage helped him gain access to white friendships. He seems a little uncomfortable with the privileged position he has gained.

Difficulty: *Easy*

Objective: *Essay*

14. Students should note that the griot's story is a prophecy because he takes the role of a captured slave long ago as he tells the story of the enslavement of Africans. Then, he tells of the present when the black waiter brings a bill. This state, he implies, is what has become of those once-free Africans.

Difficulty: *Easy*

Objective: *Essay*

Selection Test B, p. 311

Critical Reading

- | | | |
|-----------|------------------|------------------------|
| 1. ANS: B | DIF: Average | OBJ: Comprehension |
| 2. ANS: D | DIF: Average | OBJ: Reading Strategy |
| 3. ANS: B | DIF: Challenging | OBJ: Reading Strategy |
| 4. ANS: D | DIF: Average | OBJ: Comprehension |
| 5. ANS: B | DIF: Challenging | OBJ: Reading Strategy |
| 6. ANS: C | DIF: Easy | OBJ: Literary Analysis |
| 7. ANS: C | DIF: Average | OBJ: Literary Analysis |
| 8. ANS: D | DIF: Average | OBJ: Reading Strategy |
| 9. ANS: A | DIF: Average | OBJ: Literary Analysis |

Vocabulary and Grammar

- | | | |
|------------|--------------|-----------------|
| 10. ANS: C | DIF: Easy | OBJ: Vocabulary |
| 11. ANS: A | DIF: Average | OBJ: Vocabulary |
| 12. ANS: C | DIF: Average | OBJ: Grammar |
| 13. ANS: D | DIF: Average | OBJ: Grammar |

Essay

14. Walcott is a person of color raised in West Indian culture, a culture that is defined by economic, historical, and cultural ties to England. This fact may influence his choices of topic and of perspective. Walcott applies the conventions of the epic, passed to him through a British-style education, to West Indian history in *Omeros*. He gives an outsider's view of English culture in *Midsummer*.

Difficulty: *Easy*

Objective: *Essay*

15. Walcott mixes British and West Indian traditions, and ironically turns to Shakespeare to understand the fate of English blacks (who some whites say cannot "do" Shakespeare). His vision is complicated by the fact that he has a foot in both worlds and a home in neither. Students' examples should point up the areas in these selections in which the viewpoints of the West Indian, of the British-educated person, and of the "outsider" intersect.

Difficulty: *Average*

Objective: *Essay*

From the Author's Desk

Anita Desai Introduces "A Devoted Son", p. 314

1. A short story captures a moment or episode and is complete in itself.
2. Examples include something a person says standing in line for coffee; an object seen in your grandmother's house; or a field or bridge you saw when you passed in a train.
3. Desai scribbles down a few lines on a piece of paper. Then she puts the paper away, along with other scraps in a file. Sometime later, she takes out her notes and finds that one is ready or ripe for development in a story.
4. The seed occurred when she heard an old, white-haired neighbor sing a hymn at a ceremony held for his newborn grandson. The man had embarrassed his family by wandering the streets and accosting people. Desai decided she wanted to capture a duality: the man's moving hymn of praise vs. his unconventional wild language and gestures.
5. Answers will vary. Encourage students to support their evaluations with facts, reasons, and examples.

Anita Desai

Listening and Viewing, p. 315

Sample answers and guidelines for evaluation:

Segment 1: Anita Desai grew up speaking German, Hindi, and English. She writes in clear, "transparent" English so that the tones and rhythms of German and Hindi come through in the characters' voices. Students may answer that characters are more realistic when their voices reflect their native language.

Segment 2: Anita Desai was inspired to write “A Devoted Son” upon hearing an elderly man sing a hymn during a ceremony for his newborn grandson. It tells the story of the old passing on their roles to the young. Students will write about an experience they had that had particular significance for them.

Segment 3: Desai believes that the need for discipline and practice is as important in writing as it is in music. Students may answer that practice is important because it teaches a writer how to focus and how to improve his or her writing.

Segment 4: After moving to the United States, Anita Desai read classic American literature, such as Twain and Faulkner, which gave her a greater understanding of the world around her and helped her adjust to her new life. Students may answer that reading literature can allow them to live in different worlds, understand other cultures, and learn more about their own experiences and those of others.

“A Devoted Son” by Anita Desai

Vocabulary Warm-up Exercises, p. 317

- A.**
- humiliating
 - verandah
 - thereafter
 - amongst
 - panicky
 - distraught
 - Miraculously
 - colleagues

B. Sample Answers

- upset; Jean was distraught when she lost the watch her grandpa had given her.
- co-workers; Dinesh enjoyed going out with his colleagues after work.
- amazingly; The team had been behind by fifteen points, but they miraculously still won.
- from then on; Duke learned to read; thereafter, he read for hours each day.
- porch; Sasha sat in her rocker on the verandah and visited with her friend Joyce.
- fearful; Carla felt quite panicky as she crossed the rickety bridge over the churning river.
- embarrassing; Dean thought it was humiliating to lose the spelling bee so early.

Reading Warm-up A, p. 318

Sample Answers

- in turmoil, extremely upset; A situation that might make a person feel distraught would be a serious illness.
- her beloved family; A more common word for *amongst* is *among*.
- (in front of their home); Lizzy always wanted a house with a *verandah*.

- (failure); *Humiliating* means “extremely embarrassing.”
- (frightened); I might get a *panicky* feeling if I had to do an impromptu performance in front of thousands of people.
- she had lived up to that promise to herself; After Roger made that mistake once, he never made it again *thereafter*.
- (she was on her way to college); One thing I wish would *miraculously* happen in my life is that certain family members would learn to get along.
- (co-workers); In the future, I would like to work with colleagues who are dedicated to the idea of working with disadvantaged children.

Reading Warm-up B, p. 319

Sample Answers

- because the necessary education is a long and difficult process; Another word for *adamantly* is *stubbornly*.
- (with no wasted time); One job that I would like to do with great *efficiency* is cleaning my room.
- a doctor’s education can begin as early as high school; With some *exaggeration*, Clara claimed that four boys had asked her to the prom.
- Graduating with a four-year degree, four years at medical school, a residency program; *Multitude* means “a great number of persons or things.”
- (doctor of medicine degree); A *prestigious* award I would like to win someday is an Oscar for best actor.
- performing operations; Inflamed or infected tonsils might require the services of a *surgeon*.
- (none); The hairs on the old man’s head were *sparse* but long.
- (denied); *Deprived* means “kept from getting, having, or enjoying.”

Literary Analysis: Static and Dynamic Characters, p. 320

Sample Responses

- At the beginning of the story Varma is proud, happy and competent. As he ages, retires, loses his wife, and watches his son take over his household, he becomes resentful and irritated. At the end he is angry and bitter and wants to die.
- Fifth paragraph (begins “To everyone who came to him . . .”); “He came and touched my feet”; Eleventh paragraph (begins “It was a strange fact . . .”); “He developed so many complaints and fell ill so frequently . . .”; The first complete paragraph on the next to last page (begins “‘Let me be,’ Varma begged, turning his face away from the pills on the outstretched hand.”); “Let me die. It would be better, I do not want to live only to eat your medicines.”
- Rakesh is bland, dutiful, and devoted throughout. He is clearly ambitious, though no overt aggressiveness appears, and he is intent only on his success and repeating the patterns that brought it, throughout the story. No other personality traits appear.

4. First paragraph: “. . . and bowed down to touch his feet.” Eight h paragraph (begins “For some years Rakesh worked . . .”); “. . . for he became known not only as the best but the richest doctor in town”; Next to last page (begins “At last the sky-blue Ambassador arrived . . .”); “Ever a devoted son, he went first to the corner where the father sat gazing . . .”

Reading Strategy: Evaluate Characters’ Decisions, p. 321

Possible Responses

1. Family’s desire to see son succeed and Rakesh’s ambition; Acclaim from the community, some jealousy; At this point, pride is the dominant emotion.
2. Rakesh seeks unheard of success; Still pride and acclaim, but father’s simpleness is hinted; One now begins to wonder at the ultimate effect.
3. Rakesh’s surprising decision seems unclear, but family still proud; Varma begins to be eclipsed, and fame dies down; It seems clear there will be an ultimate consequence.
4. Varma’s wife has died and his modern son thinks him a fool; Rakesh completely takes over and Varma is treated like a child; Rakesh’s observation of duty seems self-centered, for he isn’t really helping Varma.
5. Varma has completely lost his identity and any reason to live; Rakesh treats him all the more as senile and childish; All that Varma lived for, including his pride in his devoted son, is gone.

Vocabulary Builder, p. 322

- A.** 1. C; 2. A; 3. D; 4. B
B. 1. A; 2. D; 3. B; 4. C; 5. B

Grammar and Style: Sentence Variety, p. 323

- A.** 1. long, complex, declarative
 2. long, compound, declarative
 3. short, complex, interrogative, fragment (indirect discourse)
 4. short, compound, declarative (indirect discourse)
 5. long, complex, declarative
 6. The paragraph sandwiches two blunt expressions of Varma’s shock between long narrative sentences. The first two describe Varma’s condition and the realization that shocks him. The final one describes his stunned aftermath and details of his defeat.

B. Sample Response

Varma’s mouth worked hard. As if he had a gob of betel in it, though his supply had been cut off years ago, he spat, sharp and bitter as poison, “Keep your tonic—I want none—I won’t take any more of your medicines. None. Never.” With a wave of his hand, he swept the bottle out of his son’s hand. He was suddenly effective. He was grand.

Enrichment: Physical Education, p. 326

Sample Responses

1. Similarities: pitching the ball; hitting the ball with a bat and running to score runs; game divided by innings; outs at the “bases” or by catching the ball; balls struck out of the field of play are automatic scores; fielders distributed around the field.
2. Cricket is a game too complicated to play quickly and easily, and matches may be extremely long, not suited to the American approach to sports.
3. Varma’s grandsons playing cricket represents the transition of Rakesh and his family to the upper class, which sometimes adopted British mannerisms and interests, far removed from Varma’s world.

Selection Test A, p. 327

Critical Reading

- | | | |
|------------|-----------|------------------------|
| 1. ANS: D | DIF: Easy | OBJ: Comprehension |
| 2. ANS: A | DIF: Easy | OBJ: Interpretation |
| 3. ANS: B | DIF: Easy | OBJ: Comprehension |
| 4. ANS: B | DIF: Easy | OBJ: Reading Strategy |
| 5. ANS: D | DIF: Easy | OBJ: Comprehension |
| 6. ANS: C | DIF: Easy | OBJ: Comprehension |
| 7. ANS: C | DIF: Easy | OBJ: Literary Analysis |
| 8. ANS: A | DIF: Easy | OBJ: Interpretation |
| 9. ANS: B | DIF: Easy | OBJ: Literary Analysis |
| 10. ANS: C | DIF: Easy | OBJ: Interpretation |
| 11. ANS: A | DIF: Easy | OBJ: Interpretation |

Vocabulary and Grammar

- | | | |
|------------|-----------|-----------------|
| 12. ANS: D | DIF: Easy | OBJ: Vocabulary |
| 13. ANS: C | DIF: Easy | OBJ: Vocabulary |
| 14. ANS: C | DIF: Easy | OBJ: Grammar |

Essay

15. Students should mention that the medicines and diet restrictions are meant to improve Varma’s health and prolong his life. However, Varma wants to eat food he enjoys. Students may decide that while Rakesh’s decision is medically wise, he needs to be more flexible and allow his father to take some comfort and enjoyment in the food he eats.

Difficulty: *Easy*

Objective: *Essay*

16. Students should mention that at the beginning of the story, people admire young Rakesh because he is such a successful student. After he leaves the hospital and opens his own clinic, the admiration begins to lessen. He is probably a less important doctor as head of a small clinic than as a board member of a hospital. By the end of the story, he has lost much of the admiration

because it is no longer obvious that he respects his father and gives him the best care.

Difficulty: *Easy*

Objective: *Essay*

Selection Test B, p. 330

Critical Reading

- | | | |
|------------|------------------|------------------------|
| 1. ANS: D | DIF: Average | OBJ: Comprehension |
| 2. ANS: C | DIF: Easy | OBJ: Interpretation |
| 3. ANS: A | DIF: Challenging | OBJ: Reading Strategy |
| 4. ANS: A | DIF: Average | OBJ: Literary Analysis |
| 5. ANS: B | DIF: Average | OBJ: Interpretation |
| 6. ANS: D | DIF: Easy | OBJ: Comprehension |
| 7. ANS: B | DIF: Average | OBJ: Literary Analysis |
| 8. ANS: C | DIF: Easy | OBJ: Comprehension |
| 9. ANS: B | DIF: Average | OBJ: Reading Strategy |
| 10. ANS: A | DIF: Easy | OBJ: Literary Analysis |
| 11. ANS: D | DIF: Challenging | OBJ: Reading Strategy |
| 12. ANS: D | DIF: Challenging | OBJ: Comprehension |

Vocabulary and Grammar

- | | | |
|------------|--------------|-----------------|
| 13. ANS: C | DIF: Average | OBJ: Vocabulary |
| 14. ANS: C | DIF: Average | OBJ: Vocabulary |
| 15. ANS: B | DIF: Easy | OBJ: Grammar |
| 16. ANS: D | DIF: Average | OBJ: Grammar |

Essay

17. Students should trace the progression in Varma's life based on changes his ambitions for his son bring about. Although Rakesh shows outward signs of devotion, his modern ways cause his father's unhappiness. Varma moves from pride, through complaining, to defiance, to a kind of realization of what his son is, to a final outburst of protest.

Difficulty: *Easy*

Objective: *Essay*

18. Students may note that Desai shows that Indians are tempted to incorporate Western ideas into a traditional context, but that this blending often causes unhappiness. Students should point out that, in the story, Western medicine appears first as a route to traditional goals—increased prestige and income for the family. It is only when Rakesh begins to apply his medical knowledge to the care he gives his father that the conflict between Western and Indian ways comes to light. Students should provide examples showing how Rakesh's use of Western ideas in an Indian context—his attention to his father's diet, for instance—is both consistent with and destructive of tradition.

Difficulty: *Challenging*

Objective: *Essay*

from “We’ll Never Conquer Space”

by Arthur C. Clarke

Vocabulary Warm-up Exercises, p. 334

- A.
1. virtual
 2. vertically
 3. ultimate
 4. voyaging
 5. analogy
 6. separation
 7. conservative
 8. psychological

B. Sample Answers

1. I will turn fifty in the decade of the 2030s.
2. The maximum velocity allowed when driving in a residential area is 30 miles per hour.
3. One profound thought that guides my life is that life is short and should be enjoyed.
4. One school subject that challenges my skills of comprehension is physics.
5. I would entertain an energetic kitten by giving it some toys.
6. One purchase that would require a substantial amount of money is a laptop computer.
7. If I were getting ready to graduate, I would be expecting dispatches from the school concerning graduation requirements.
8. The restraints that might limit the freedom of prisoners include locked doors, shackles, and handcuffs.

Reading Warm-up A, p. 335

Sample Answers

1. space, the last frontier; Time is a thief that robs us of our youth.
2. the wide, wild ocean; The *ultimate* goal of a sporting event is to have fun.
3. (cautious); *Conservative* means “moderate; cautious.”
4. (mental); A great *psychological* victory for a typical teenager might be resisting peer pressure.
5. ocean trip; If I had time and money for *voyaging*, I would like to go to Alaska.
6. (up); It is amazing how some professional basketball players can leap so high *vertically* to dunk the ball in the basket.
7. (from home); Another word that is similar to *separation* is *detachment*.
8. that those six months changed the world; A *virtual* certainty in my life is that my mother will bake a cake for my birthday.

Reading Warm-up B, p. 336

Sample Answers

1. The 1950s; The *decade* in which I was born was the 1980s.
2. (Before the launch of Sputnik I . . . advanced player.); Matt has a *profound* fear of spiders.
3. (significant); A hurricane or a tornado might cause *substantial* wind damage.
4. speed; I think a jet might be able to fly at a *velocity* of 500 miles per hour.
5. (radio signals); The kinds of *dispatches* that might make a traveler want to return home quickly might be messages about a family member's health.
6. hold back; Two kinds of *restraints* that keep people safe are seat belts and door locks.
7. new understanding; Luis showed his *comprehension* of the lesson by earning an "A" on the test.
8. (vigorous); Most people put forth an *energetic* effort in sports activities.

Literary Analysis: Prophetic Essay, p. 337

Sample Responses

???sis: Space travel will never be easy for humans.

???Support 1: The vastness of solar space prohibits human travel.—fact/speculation

???Support 2: Even interplanetary communication will be problematic, if not intolerable.—emotional appeal

???Support 3: Nothing can ever travel faster than light.—fact/speculation

???Support 4: The size of the universe is simply beyond human comprehension, which contributes to the likelihood that humans will not "conquer" space.—emotional appeal

Reading Strategy: Challenge the Text, p. 338

Possible Responses

1. Will video communication become that accessible?
2. Have we "abolished space" on Earth? Perhaps abolishing the space between the stars means simply traversing it, not necessarily traversing it quickly.
3. Is technology moving toward using nuclear energy for spaceflight? How "homely" could the solar system be?

Vocabulary Builder, p. 339

A. 1. C; 2. D; 3. B; 4. A

B. 1. D; 2. B; 3. A; 4. B; 5. B; 6. A

Grammar and Style: Linking Verbs and Subject Complements, p. 340

- A.**
1. are—otherwise; PA
 2. was—wide; PA
 3. are—face to face; PA
 4. is—limit; PN
 5. are—wrong; PA

B. Possible Responses

1. Arthur Clarke is a British citizen.
2. Clarke has been a resident of Sri Lanka for forty years.
3. Clarke seems comfortable with his subject matter.

Enrichment: Science, p. 343

Sample Responses

1. If a space voyage occurred at a rate of speed sufficient to cover a vast distance in a reasonable amount of time, time would slow down for the traveler, but not for those at home. Therefore, people would experience time and aging differentially.
2. Clarke suggests that, because of the almost inconceivable distances involved, the communications between space travelers and Earth would take a very long time traveling back and forth. Though this gap in communications would not prevent people from traveling in space, it would eliminate the possibility of their maintaining close family or business relations with people back on Earth.

Selection Test A, p. 344

Critical Reading

1. ANS: B	DIF: Easy	OBJ: Interpretation
2. ANS: C	DIF: Easy	OBJ: Literary Analysis
3. ANS: D	DIF: Easy	OBJ: Reading Strategy
4. ANS: C	DIF: Easy	OBJ: Literary Analysis
5. ANS: D	DIF: Easy	OBJ: Literary Analysis
6. ANS: A	DIF: Easy	OBJ: Comprehension
7. ANS: B	DIF: Easy	OBJ: Interpretation
8. ANS: D	DIF: Easy	OBJ: Interpretation
9. ANS: A	DIF: Easy	OBJ: Reading Strategy
10. ANS: A	DIF: Easy	OBJ: Interpretation

Vocabulary and Grammar

11. ANS: D	DIF: Easy	OBJ: Vocabulary
12. ANS: A	DIF: Easy	OBJ: Grammar

Essay

13. Most students will agree that Clarke has made a convincing argument. They might offer as evidence his statement that nothing can travel faster than the speed of light, which will make even the closest stars very difficult to reach. Students may also draw on their own knowledge to argue in support of or in opposition to Clarke's statements.

Difficulty: Easy

Objective: Essay

14. Students should note that the time barrier is the limit created by the vast size of the universe and the maximum speed at people may ever travel. Even if human

travel could approach the speed of light, space is so huge that getting from star to star would still take a long time. Even if technology reached the point of making this travel possible, the time barrier would still limit any ability to communicate with people on Earth.

Difficulty: *Easy*

Objective: *Essay*

Selection Test B, p. 347

Critical Reading

- | | | |
|------------|------------------|------------------------|
| 1. ANS: D | DIF: Easy | OBJ: Literary Analysis |
| 2. ANS: A | DIF: Average | OBJ: Literary Analysis |
| 3. ANS: B | DIF: Challenging | OBJ: Literary Analysis |
| 4. ANS: D | DIF: Average | OBJ: Interpretation |
| 5. ANS: B | DIF: Easy | OBJ: Comprehension |
| 6. ANS: C | DIF: Challenging | OBJ: Literary Analysis |
| 7. ANS: D | DIF: Average | OBJ: Interpretation |
| 8. ANS: A | DIF: Easy | OBJ: Interpretation |
| 9. ANS: D | DIF: Average | OBJ: Comprehension |
| 10. ANS: A | DIF: Challenging | OBJ: Reading Strategy |
| 11. ANS: C | DIF: Easy | OBJ: Reading Strategy |
| 12. ANS: B | DIF: Average | OBJ: Reading Strategy |
| 13. ANS: B | DIF: Average | OBJ: Comprehension |

Vocabulary and Grammar

- | | | |
|------------|--------------|-----------------|
| 14. ANS: D | DIF: Average | OBJ: Vocabulary |
| 15. ANS: A | DIF: Easy | OBJ: Grammar |

Essay

16. Students should recognize that Clarke predicts that solar and stellar space will never be “easily” traversed as are distances—even great distances—on Earth. He argues that the vastness of space prohibits reasonable communication. He assumes that the laws of physics, as we know them, will not change, and that we will never be able to travel faster than the speed of light. This barrier will prevent colonists from sharing a common life or history with those back home.

Difficulty: *Easy*

Objective: *Essay*

17. Students may take the stand that Clarke sells humans short by assuming we won’t come up with the technology to bridge interstellar distances. We have done other things that no one ever thought we could do, so why should mastering space travel be any different? Or students may conclude that Clarke’s assertions about the vastness of space are valid and convincing. Without changing the laws of physics and the barrier set by the speed of light, mastering interstellar distances seems unlikely.

Difficulty: *Average*

Objective: *Essay*

Writing About Literature—Unit 6

Evaluate Literary Trends: Integrating Grammar Skills, p. 351

Sample Revisions

- The quick-changing rush of images in T. S. Eliot’s poems are dreamlike and difficult to interpret.
- Eliot uses grim, sordid details of modern life to express his bleak, despairing vision of the world.
- I like Rupert Brooke’s “The Soldier” because it expresses a soldier’s love for his country in details that are easy to understand and appreciate.
- Anyone can understand Seamus Heaney’s theme in “The Follower,” because the poem uses vivid details to describe the changing relationship between a parent and a child as they both age.
- The theme of Dylan Thomas’s “Do Not Go Gentle into That Good Night” is hard to miss because it is powerfully expressed in the repeated lines “Do not go gentle into that good night” and “Rage, rage against the dying of the light.”

Writing Workshop—Unit 6

Multimedia Report: Integrating Grammar Skills, p. 353

Sample Revision

Two years ago, the crumbling old playground at Eastside Park was a problem. This first photo shows how it looked then. Because the equipment was falling apart, little kids were getting hurt there. As a result, parents stopped bringing their kids to the park. Then older kids started hanging out there, spraying the slides with graffiti, and leaving litter everywhere. As conditions grew worse, even fewer parents brought their kids there.

A year ago, a neighborhood group decided to clean up the park. Parents volunteered to start bringing their kids there again and to patrol for vandalism. Soon, as a result of their efforts, the park began to improve, as you can see in the next photo.

Next, the group started holding fundraisers at the park in order to raise money for new equipment and to show people that a valuable resource was being lost. The Eastside Park Carnival, shown in the next photo, raised thousands of dollars for park improvement.

Finally, the neighbors used the fundraising money to buy new swings and slides for the playground. Now, because the playground is such a great place for children, everyone is proud of it and takes good care of it. The last photo shows how much fun the kids of the Eastside neighborhood are having at the playground that they and their parents helped to rebuild.

Spelling—Unit 6

Proofreading Practice, p. 354

1. memories; 2. crammed; 3. irresistible;
4. kaleidoscope; 5. collage; 6. projectors; 7. ancient;
8. continuous; 9. static; 10. simultaneously;
11. realistically; 12. scientifically; 13. actors;
14. stories; 15. operators; 16. locations;
17. narration; 18. accompanied; 19. carried;
20. *Robbery*; 21. running; 22. dissatisfied;
23. families; 24. worried; 25. skeptical;
26. irreplaceable; 27. fantasies

Benchmark Test 12, p. 357

MULTIPLE CHOICE

1. ANS: C
2. ANS: B
3. ANS: B
4. ANS: A
5. ANS: C
6. ANS: A
7. ANS: B
8. ANS: C
9. ANS: D
10. ANS: A
11. ANS: C
12. ANS: C
13. ANS: A
14. ANS: D
15. ANS: B
16. ANS: D

17. ANS: D
18. ANS: C
19. ANS: A
20. ANS: B
21. ANS: A
22. ANS: A
23. ANS: B
24. ANS: C
25. ANS: D
26. ANS: C
27. ANS: D
28. ANS: B
29. ANS: B

ESSAY

30. Students should begin by describing the scene or event and should then explain how the scene or event has a deeper meaning to them. They should use clear transitions to make their descriptions and comparisons clear.
31. Students should identify the person and the qualities or achievements that make him or her remarkable. They should list and briefly describe photographs, artwork, music, video clips, written materials, and/or sound effects they will use in a multimedia presentation that conveys the person's qualities and achievements.
32. Students should clearly describe the program and its goals. They should explain how the program would solve the problems or enhance the experiences of teenagers in the community. They should also include some information on the practicality of the program, such as where it can be conducted, what staff might be needed, how much it might cost, or where the money would come from.